SUCCESS WITH TYPING

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PRODUCTIVITY SERIES

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12 11 10 9 8 7 6 5 4 3 7 8 9/8 0/9
32

CONTENTS

STUDENT INTRODUCTION

What's in the *Success with Typing* Program? 5
Getting the Most from *Success with Typing* 5
Using this Handbook 5

QUICK START GUIDE

Getting Started 7
Answering the Setup Questions 7
Tips for Using the Program 8
The MAIN MENU Options 9
Quitting What You Are Doing 11
Suggested Steps for First-time Users 11

REFERENCE GUIDE

How *Success with Typing* Teaches 13
The Lessons 16
The Tests 21
See Your Records 24
Record Keeping and Advice Explained 25
Free Typing Space 26

MANAGEMENT GUIDE

Create a Data Disk 27
Create or Edit a User List 28
Create, Edit, or Erase Tests 29
Review or Print User Records 32

TEACHING GUIDE

Introduction to the Teacher 33
Description of the Teaching Guide 35
The *Success with Typing* Teaching Technique: Territories and the Developmental Approach Explained 36
What Do I Have to Do?: The Teacher's Role Explained 38
A Guided Tour Through the Lessons 39
Vocabulary Assistance 45
Tips for Successful Typing 48
Alternate Paths Through the Program 48
Path Chart 53
Guide to Record Keeping and Advice 55
User List Chart 57
Creating Your Own Tests 58
Word Lists for Creating Tests 58
Test Reference Chart 67
Free Typing Space 67
Letter Formats 69
Adapting the Program to Your Learning Environment 75
Extension Activities 76
Practice Keyboard 78
Record Chart 79

STUDENT INTRODUCTION

Scholastic Success with Typing is a complete typing course stored on two computer disks. By going through the 18 lessons, you'll learn to type quickly and accurately without looking at the keyboard. You'll also be introduced to word-processing and data-base programs. Best of all, you'll learn how to stop wasting time searching around the keyboard every time you have to type a word.

What's in the *Success with Typing* Program?

Success with Typing includes 18 lessons that cover the regular keys, the special computer keys, and the basics of word-processing and data-base programs. Most of the lessons are divided into three parts: Learn New Keys, Practice Typing, and Take a Challenge.

Success with Typing also has a section called Free Typing Space that allows you to type any text you want. Then, when you're done typing, you will be shown your WPM speed. You can use this section to practice typing from a book or dictation.

Success with Typing also comes with tests that will help you build your skills. You can create your own tests, too. Make tests for yourself to help you practice troublesome keys, or work with a friend and make tests to challenge each other.

Getting the Most from *Success with Typing*

To get the most out of *Success with Typing*, you should have the program keep a record of your progress. To do this, see Record Keeping and Advice Explained in the Reference Guide. If you keep records, then the program will be able to advise you about what lesson to take each time you use the program.

For the best results, spend about 45 minutes to an hour a day with *Success with Typing*. Follow the advice the program gives you, so you progress through the program at the pace that's right for you. After completing this individualized typing course, you will know how to touch-type at a good speed. Then, as you use your new typing skills, your speed will increase quickly because you will also have learned correct typing technique. Without correct technique you might be able to type at a reasonable speed, but you will never see much improvement.

Remember, the two most important factors in learning to type are an eagerness to learn and patience. So take your time. It will be worth it.

Using this Handbook

To start using the program, read through the Quick Start Guide. The guide includes step-by-step instructions for beginning your *Success with Typing* course. Before you begin, and as you type, refer to the Tips for Successful Typing section for valuable information to help you learn to type quickly and accurately. If you need any further information about any parts of the program, look in the Reference Guide. For information on the management section of the program, see the Management Guide. Use the Letter Formats section together with Lesson 8 of the program to learn the correct format to use when you are writing business or personal letters. Use the Record Chart to keep a written record of your lesson and test scores.

QUICK START GUIDE

Getting Started

Follow the steps below each time you start using *Scholastic Success with Typing*. If you need further explanation about anything, see the Reference Guide.

NOTE: The information in this section is for Apple computers. If you are using another computer, then read the Reference Card that came in the Success with Typing *package.*

Equipment You Need

- Apple® *IIe* or Apple IIc or Franklin ACE 2000 series
- Monitor or TV
- Disk drive
- Printer (optional)
- Data disk (optional)

How to Load *Success with Typing*

1. Insert the *Success with Typing* disk, Side 1, into your disk drive. If you have more than one disk drive, insert the disk into Drive 1.
2. Close the disk drive door.
3. Turn on your monitor or TV.
4. Turn on your computer. If your computer is already on, press and release the Reset key while you are holding down the Control key and the Open Apple key. The disk drive light will go on. In a few seconds, the title screen will appear on your screen. Press Return to get past that screen and the credits screen.
5. Be sure the Caps Lock Key is in the raised position while you are using *Success with Typing*.

NOTE: Never insert or remove a disk while the drive's red light is on.

Answering the Setup Questions

After you get past the first two screens, the program will ask you a series of *setup questions*. Each question is described below.

One Disk Drive or Two?

You will be asked whether you are going to use one disk drive or two. Although the program works fine with a one-drive system, it is better to use two, especially if you are going to keep records. Answer this question by using the Arrow Keys (↓ ↑) to highlight "One" or "Two," and then press Return.

Keeping Records?

After you answer the disk drive question, the program will ask if you want to keep records during this use of the program. Keeping records is highly recommended (see Record Keeping and Advice Explained). If you are keeping records, you have the option of using the Advice function. This function will suggest what to do each time you use the program. Even if you are not going to use the Advice function, it is a good idea to have the program keep records because then you will build up a complete record of your progress. To check your progress, you can review your records at any time.

IMPORTANT: To keep records, you will need a data disk created by the Success with Typing *Management section. The disk also must have your name on its user list. If you want to keep records and you don't have such a disk, choose the Management option when you get to the MAIN MENU. At that point, see Create a Data Disk and Create or Edit a User List in the Management Guide.*

If you want to keep records, use the arrow keys to highlight "Yes." If you don't want to keep records, use the arrow keys to highlight "No." After either answer, press Return. You will then be sent to the MAIN MENU.

Tips for Using the Program

Before choosing an option from the MAIN MENU, read the following few paragraphs. They provide tips that will help you get the most benefit from *Success with Typing*.

Get a Clear Picture

Success with Typing contains a lot of text to read and type. Before you go any further, adjust the level of the contrast and brightness on your monitor so the text is clear and comfortable for your eyes.

Look Up, Then Look Down

On the top half of most screens, there is a window that contains information that you should read before moving on. Always read that text. Then, when you are ready to proceed, follow the prompt (instruction) at the bottom of the screen.

Typing

On many screens, you will see the word "Type" followed by text. When you see this prompt, type the text. The computer will know when you have reached the end of the text, and it will give you more instructions.

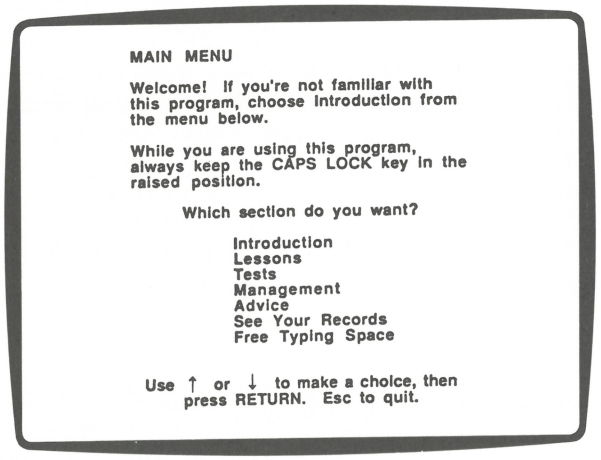
Making Choices from Menus

Success with Typing contains many menus that allow you to choose what you want to do next. To make a choice from any of these menus, press the Up or Down Arrow keys to highlight the option you want. Then press Return.

Some menus have more options than can fit on the screen at one time. When this is the case, highlight the last option and keep pressing the Down Arrow key. The menu will then scroll up and you will get to see all the options and choose the one you want. To leave a menu, press Esc. This will usually bring you back to the previous menu.

The MAIN MENU Options

After you answer the setup questions described on pages 7 and 8, the MAIN MENU will appear below. The MAIN MENU lists the major parts of *Success with Typing.* They are Introduction, Lessons, Tests, Management, Advice, See Your Records, and Free Typing Space. Each option is described below and in further detail in the Reference Guide. Read through these brief descriptions before you begin, then follow the suggested steps for first-time users on pages 11 and 12.

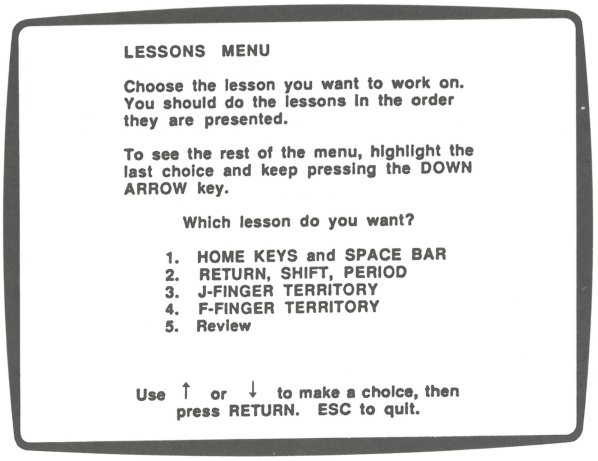

MAIN MENU
Welcome! If you're not familiar with this program, choose Introduction from the menu below.
While you are using this program, always keep the CAPS LOCK key in the raised position.
Which section do you want?
Introduction
Lessons
Tests
Management
Advice
See Your Records
Free Typing Space
Use ↑ or ↓ to make a choice, then press RETURN. Esc to quit.

Introduction

If you choose this option, you will get a description of *Success with Typing.* If you have never used the program before, then this will help familiarize you with the program.

Lessons

Selecting Lessons will bring you to the LESSONS MENU, shown below. There are 18 lessons in *Success with Typing*. It is best to do the lessons in the order they are presented. (A description of the lessons begins on page 16 and a further description begins on page 39.)


LESSONS MENU
Choose the lesson you want to work on. You should do the lessons in the order they are presented.
To see the rest of the menu, highlight the last choice and keep pressing the DOWN ARROW key.
Which lesson do you want?
1. HOME KEYS and SPACE BAR
2. RETURN, SHIFT, PERIOD
3. J-FINGER TERRITORY
4. F-FINGER TERRITORY
5. Review
Use ↑ or ↓ to make a choice, then press RETURN. ESC to quit.

All lessons are divided into sections. Each lesson starts with its own menu that allows you to choose which section of the lesson you want to do.

Tests

If you want extra practice with difficult keys, you can take a test. You can also use the tests to check on your progress. The program comes with 20 tests. These tests are on Side 4. See page 22 for a description of the contents of each test. You can also create your own tests (see page 29). These tests will be kept on a data disk that you will create.

If you choose Tests from the MAIN MENU, you will be told to insert your data disk. If you want to take one of the tests that comes with the program, at this point insert Side 4 of *Success with Typing*. If you want to take one of your own tests, insert the data disk that has that test on it. Either way, after you insert a disk and press Return, you will be sent to a TESTS MENU where you will use the Arrow keys to choose the test you want to take.

The program will not keep a record of your test scores, so use a copy of the Record Chart to keep your own record.

Management

If you choose this option, you will be sent to the MANAGEMENT MENU. The options on this menu are: Create a Data Disk; Create or Edit a User List; Create, Edit or Erase Tests; and Review or Print User Records. See the Management Guide for a detailed explanation of this part of the program.

Advice

This option only works if you told the program that you wanted to keep records during this use of the program. If you did so, then you will be told to insert your data disk into the correct drive. The disk's user list will then appear. Highlight your name and press Return. A screen of advice will then appear. The advice will tell you which lesson you did last. It will also tell you whether you should do part of that lesson over or whether you should go on to the next lesson. (For an explanation about record keeping and advice, see Record Keeping and Advice Explained.) Note the advice and then press Return. You will be sent back to the MAIN MENU.

See Your Records

This option only works if you told the program that you wanted to keep records during this use of the program. If you did so, you will be told to insert your data disk into the correct drive. A menu will then appear. Highlight your name from this menu and press Return. A screen showing your records will then appear. (See page 24 for an explanation of the Record screen.) When you have reviewed your records, press Return to go back to the MAIN MENU.

Free Typing Space

Choosing this option will bring you to a screen on which you can type any text. When you finish typing, you will be given your WPM speed. Use Free Typing Space to warm up, or to type text from a book or dictation.

Quitting What You Are Doing

If you want to quit what you are doing at any time, press Esc. From most screens this will return you to the previous menu. From there you can decide what you want to do next. Pressing Esc will not allow you to quit what you are doing, though, if the program is waiting for you to type in text. You must type the text, and then you can press Esc to quit.

NOTE: See Important Record Keeping note on page 25.

Suggested Steps for First-time Users

If this is the first time you are using *Success with Typing*, you should follow these steps.

1. Load the program. Press Return to get past the Title screen and the Credits screen.
2. You will be asked, "How many disk drives?" If you have one disk drive, then answer "One." If you have two disk drives, then answer "Two."
3. You will be asked, "Do you want to keep records?" To keep records, you will need a blank disk, or one you don't mind erasing, so get one handy at this point. If you don't have such a disk, you will not be able to keep records, so answer "No" to this question. If you do have such a disk, answer "Yes."
4. At this point, the MAIN MENU should appear. Take a moment to set the contrast and brightness on your monitor now so that it is comfortable to read the text on the screen.

NOTE: If you chose to keep records, go to Step 5. If you chose not to keep records, go to Step 8.

5. The next thing to do is to create a data disk for your records. To do this, choose Management from the MAIN MENU. Then, choose Create a Data Disk from the MANAGEMENT MENU and see Create a Data Disk in the Management Guide. When you have a data disk, go on to the next step.
6. To use your data disk to keep records, you will need to create a user list on the disk and put your name on that list. To do this, choose Create or Edit a User List and see that section in the Management Guide. When your name is on the list, press Esc to get back to the MANAGEMENT MENU. Press Esc once more to get back to the MAIN MENU, and then go on to the next step.
7. Choose Advice from the MAIN MENU. Read the advice and note the assignment it gives you. You should follow this advice to proceed in the most productive way. When you are done reading the advice, press Return. You will be sent back to the MAIN MENU.

8. Choose Lessons from the MAIN MENU. The LESSONS MENU will then appear and you should use the Down Arrow key to choose Lesson 1 and press Return. (If you are keeping records, you will be told to insert your data disk into the correct drive, unless it is already in the drive. Then the user list will appear. Use the Arrow keys to choose your name and then press Return.) The menu for Lesson 1 will then appear. Do the sections of the lesson in the order they appear, or follow the advice that was given to you by the program. If you are keeping records, be sure you do the Take a Challenge section before leaving Lesson 1. (See Important Record Keeping Note on page 25.)

9. When you are finished doing the lesson, press Esc until you are back at the LESSONS MENU. At that point, you can do another lesson. Or, press Esc once more to get back to the MAIN MENU. There, you can do Free Typing Space, take a test, or, if you are keeping records, get advice about what to do next.

REFERENCE GUIDE

As you use *Scholastic Success with Typing*, you may need more information about a feature or function of the program. Or you may have questions about the activities you are asked to do in the program. This Reference Guide is the place to look for answers to these types of questions. For information about the Management section, see pages 27-32.

How *Success with Typing* Teaches

Home Keys

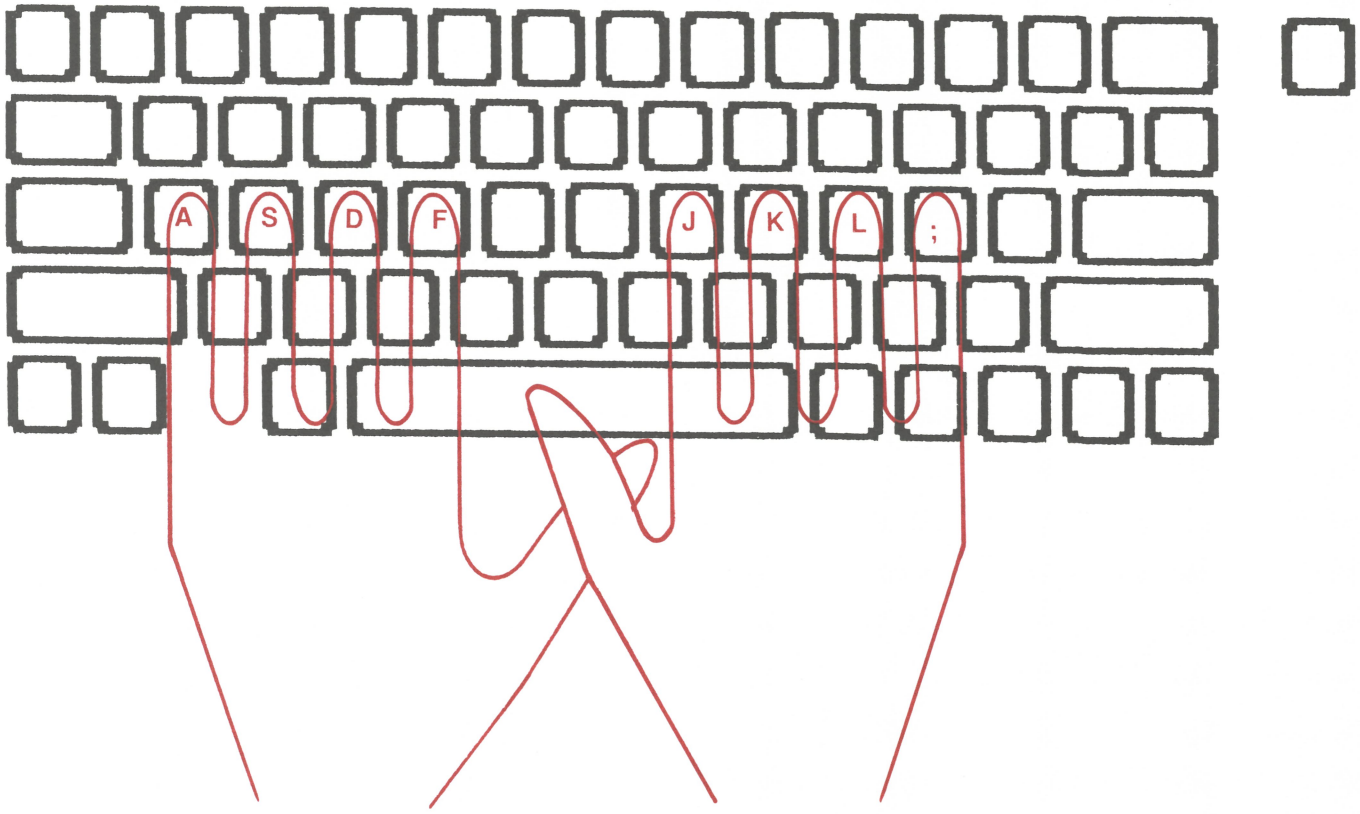
Success with Typing will first teach you the eight Home keys (A, S, D, F, J, K, L, and semi-colon). The chart on page 14 shows which of your fingers control each of these keys. The position of the fingers on this chart is the correct Home key position. Each of your fingers will be known by the Home key it controls. For instance, your right index finger will from now on be known as your J-finger.

As you type, keep your fingers in the Home key position. From this position, you will be able to strike all the other keys on the keyboard. Learning the Home key position and becoming accurate at typing these keys are the first, and the most important, steps toward becoming a quick and accurate touch typist.

The Keyboard Territories

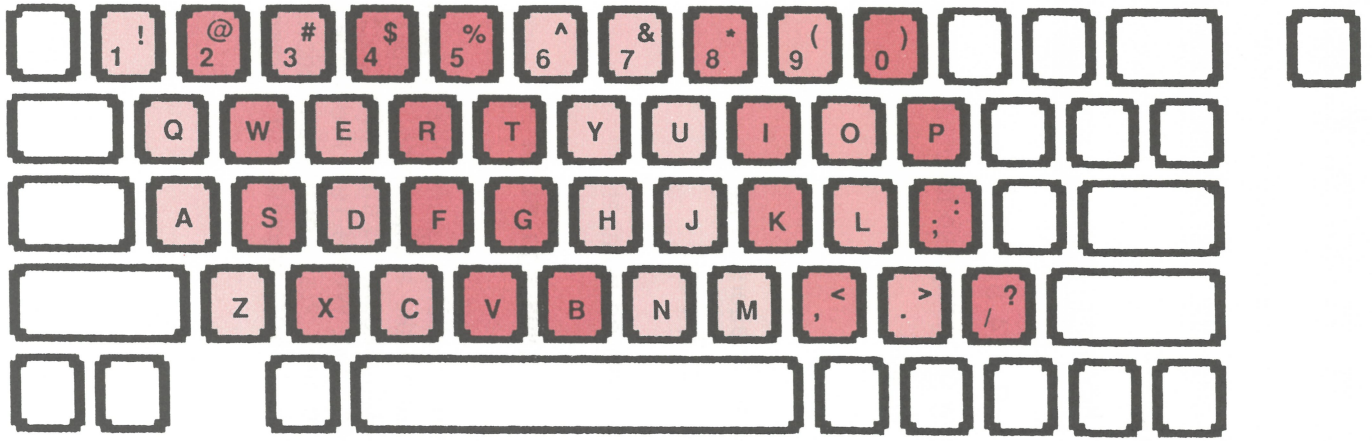
After you master the Home keys, you will learn the rest of the keys in groups. These groups are called territories. There are eight territories - one for each Home key finger. Each finger will control all of the keys in its territory. The chart on page 15 shows the territories with the Home keys highlighted.

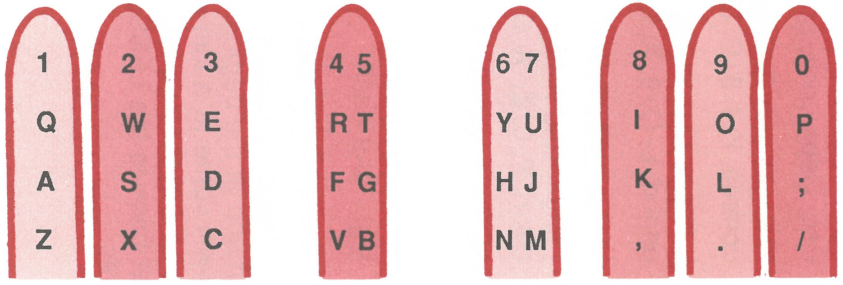
THE HOME KEYS



The labeled keys are the Home keys. Each of your fingers controls one of these keys. Always start typing with your fingers in this position.

KEYBOARD TERRITORIES





The keyboard is divided into eight territories - one for each Home key. The Home key finger controls all the keys in its territory.

The Lessons

There are 18 lessons in *Success with Typing*. The first 11 build on each other, teaching you more keys as you progress. This is why you should do the lessons in order, starting with the first lesson. Lessons 12 and 13 teach you some of the special keys and skills used in data bases and word processors, and Lessons 14 through 18 give you the chance to practice your typing skills on longer, more entertaining, passages.

Lessons 1 - 11

Here is a short description of what is taught in each of these lessons:

Lesson	What is Taught
1	Home keys and Space Bar
2	Return, Shift keys, Period key, and review
3	J-finger territory: N, M, H, J, Y, U, 6, 7
4	F-finger territory: V, B, F, G, R, T, 4, 5
5	Esc, Caps Lock, and review of all keys so far
6	K-finger and D-finger territories: comma, K, I, 8, C, D, E, 3
7	L-finger and S-finger territories: period, L, O, 9, X, S, W, 2
8	Letter formats and review of all letters so far
9	;-finger and A-finger territories: ?, semi-colon, P, 0, Z, A, Q, 1
10	Number review and all symbols on number keys
11	Single quotes, double quotes, plus sign, equal sign, and dash

Each of these lessons is divided into three sections: Learn New Keys (or, in Lesson 8, Learn Letter Formats), Practice Typing, and Take a Challenge. Those sections are listed on the menu at the beginning of each lesson. At the end of each of those sections, you will come to a menu screen titled, Where To? From this screen, you can choose which section you want to do next. Each of these sections is described below. To get back to the LESSONS MENU from anywhere in a lesson, just press Esc a few times.

Learn New Keys and Learn Letter Formats

The first time you go through a lesson, you should start with the first section listed on the menu, Learn New Keys or Learn Letter Formats.

Learn New Keys

This section introduces you to new keys and helps you build accuracy on those keys. When you have to type text, there will be a keyboard on the screen. The letters that you will be typing will be shown on this keyboard. If you have trouble finding a key, then you should look at this keyboard, not at your computer keyboard. This will help you develop the good habits of not looking at the keyboard and not hunting for keys. If you type the wrong letter, the key that you should have pressed will flash. To proceed, you will have to press that key.

Learn Letter Formats

Lesson 8 does not contain a Learn New Keys section. Instead, it includes a section called Learn Letter Formats. In it, you are introduced to the two types of letter formats - business and personal. Take some time to study these formats. For each format there is a sample screen and a structure screen. Moving back and forth between these screens will help you understand each format better. On pages 70-73, you will find samples of both types of letters. See those pages when you do Lesson 8.

Practice Typing

This section helps you build speed on all the keys you have learned up to the lesson you are doing. You will start by typing two timed passages. The timer will not start until you strike a key. When you are finished typing the passages, your words per minute (WPM) scores from both passages will be averaged. That average will be your *marker* - the score that you should try to improve upon in the rest of the section. After you have set your marker by typing the two passages, the program will give you three groups of four passages. You should try to beat your marker in at least three passages in each group. The program will tell you how you did after each group. If your WPM scores for that group of four passages average better than your marker, your marker will be increased. At that point, you will also be shown your average WPM and AWPM scores and your total number of errors for all the practice passages up to that point.

The keyboard on the screen is there to help you find keys without looking at your computer keyboard. If you press an incorrect key, the letter will appear where you typed it. You cannot go back and correct a mistake - that would throw off your speed. So, if you make a mistake, try not to pause. Just move on to the next letter and keep on typing.

After you are done with a passage, your errors will be highlighted. Take a moment to look at these errors. If you are repeatedly making errors on the same characters, concentrate more as you type those characters. The total number of errors you made will appear under "Errs" at the top of the screen. Your words per minute (WPM) and adjusted words per minute (AWPM) scores will also appear at the top of the screen. For explanations of these scores, see How the Scoring Works on the following page.

Take a Challenge

In this section, you will be challenged to meet a WPM goal score. There is a goal score set for each lesson. The challenge will consist of between three and five timed passages. You will not be timed until you press a key. The time between passages will not be counted, either. Each passage will appear right after you complete the previous one. You will not be able to go back and correct errors - that would throw off your speed. If you make a mistake, try not to pause. Just move on to the next letter and keep on typing.

After the last passage, your scores will appear at the top of the screen. (See How the Scoring Works, below, for an explanation of what the scores mean.) These scores will be cumulative for all the passages. If you have previously recorded scores, those scores will also be shown. Either that screen or the next screen will allow you to choose whether you want to do a section over or return to the LESSONS MENU.

NOTE: See Important Record Keeping Note on page 25.

How the Scoring Works

Average Errors

Whenever your average number of errors is shown, the number will be rounded down if it is .4 or below. It will be rounded up if it is .5 or above. So, if you made a total of one error in four passages, then your average number of errors will be zero. If you made two in four passages, then the average will be one.

Words

The program counts every five keystrokes you make - whether they are letters, numbers, or spaces - as one word. For example, 20 keystrokes equal four words.

Words Per Minute (WPM)

Your words per minute (WPM) equals the number of words you typed divided by the number of minutes it took you to type those words.

$$\frac{\text{Number of words typed}}{\text{Number of minutes typed}} = \text{Words Per Minute (WPM)}$$

Here's an example. If you type 50 keystrokes, that's 10 words. If it takes you one minute to type those 10 words, then your score would be 10 WPM. If it took you .5 minutes (30 seconds) to type those words, your score would be 20 WPM.

$$\frac{\text{10 words}}{\text{.5 minutes}} = \text{20 WPM}$$

Adjusted Words Per Minute (AWPM)

Your adjusted words per minute (AWPM) represents your speed adjusted according to how many errors you made. It is calculated by first taking the number of words you typed and subtracting one word for each error you made. Then that is divided by the number of minutes you typed.

$$\frac{\text{Number of words typed} - \text{Number of errors made}}{\text{Number of minutes typed}} = \text{Adjusted Words Per Minute (AWPM)}$$

For example, if you type twenty words with five errors in one minute, then your adjusted words per minute (AWPM) score would be 15 WPM.

$$\frac{\text{20 words typed} - \text{5 errors}}{\text{1 minute}} = \text{15 AWPM}$$

Lessons 12 - 18

In the first eleven lessons, you learned the keyboard and touch typing skills. In Lessons 12 through 18, you put those new skills to work in longer practice sessions and in lessons that teach you about computer applications such as word processing and data bases.

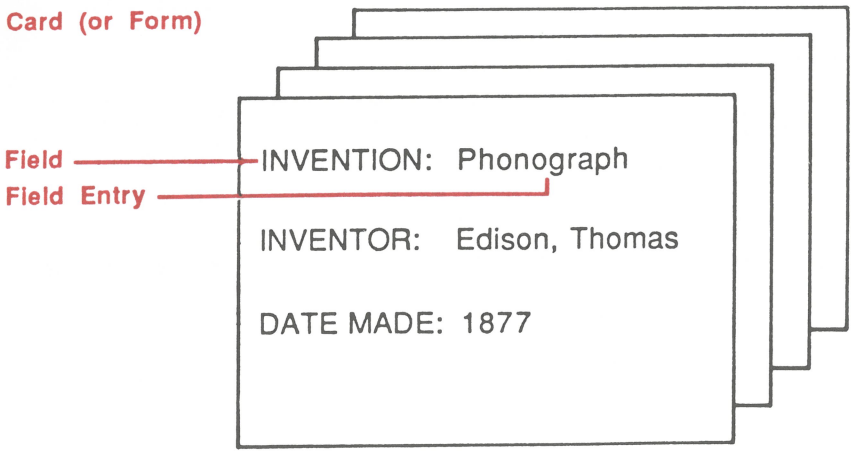
NOTE: See Important Record Keeping Note on page 25.

Lesson 12

This lesson will teach you the Tab and Control keys and introduce you to data bases. The lesson is divided into two sections, Learn New Keys and Practice.

In the Practice section, you will work with a file on inventions. There are 10 cards in the file. Each card has three fields. The fields are the headings along the side of the card. In this case, they are invention, inventor, and date made. In any data base, the fields determine what information will be stored. The more fields, the more detailed the information can be for each card.

You will be filling in the information for the fields on the 10 cards. After you type in a word, press Tab to get to the next field. After you fill in the third field on each card, press Ctrl-N to get to the next card. There are ten cards in all.



NOTE: Data-base programs vary on the keys they use for their functions. The keys taught in this lesson are typical of some data-base programs, but there are no standard keys used throughout all such programs. When you use a data-base program, you will become familiar with the keys that program uses. Also, each program may use its own terminology for the card, field, and field entry. Again, you will have to become familiar with the program you are using.

Lesson 13

This lesson will teach you the Delete and Arrow keys and also review the Tab key. It will also introduce you to word processing, with a focus on the concept of editing. The lesson is divided into two sections, Learn New Keys and Practice.

In the Learn New Keys section, you will learn about word processing. You will also learn about how the Delete, Arrow, and Tab keys are used in word processing. Next, you will be taken step-by-step through the task of editing a paragraph. This will lead directly into the Practice section.

The Practice section consists of more paragraphs that you will have to edit following the steps shown on the screen. After you go through these paragraphs, you will be familiar with editing and be ready to use a complete word-processing program.

NOTE: Word-processing programs vary on the keys they use for their functions. The keys taught in this lesson are typical of many word-processing programs, but they are not standard to all such programs. When you use a word-processing program, you will become familiar with the keys used in that program.

Lessons 14 - 18

These lessons will help you increase your speed and accuracy on all keys as you type longer, more entertaining passages. Lesson 14 is a memo, Lesson 15 is a story, Lesson 16 is a newspaper article, Lesson 17 is a movie review, and Lesson 18 is a BASIC program. Before you type any of these, you will be asked to enter a series of one-word phrases. These phrases will then be inserted into the passages. In this way, you get to personalize the passages you are going to type. If you like, you can enter different words each time you type the passages.

Each of these lessons is divided into a warm-up practice and the actual passages that you will type. A menu allows you to do either the warm-up first or go directly to the passages. Either way, before you get to the passages, you will enter the one-word phrases by simply typing them in and pressing Return after each. If you make a mistake, use Delete to make corrections.

After you enter all the phrases, the first screen of text will appear. On this and all the other screens, you can take some time, if you like, and read it before you start typing. The timer will not start until you strike a key. You cannot make corrections, so try not to pause. Just move on and continue typing. When you are finished with a screen, your errors will be highlighted and your scores will appear. At that point, take a moment to review the errors you made and concentrate more on any problem keys when you continue typing. When you are ready for the next screen, press any Home key.

After the last screen, you will be shown your scores for the entire lesson. The number of errors reported will be the total errors for the entire lesson. If you had any previously recorded scores, those scores will also appear. On that screen or the next screen, you will get to choose whether you want to type the passages over with the same phrases you entered, type the passages with new phrases, or return to the LESSONS MENU.

NOTE: See Important Record Keeping Note on page 25.

NOTE: In Lesson 14, when you are entering an adjective at the beginning of the lesson, enter one that begins with a consonant.

NOTE: Lesson 18, the BASIC program, is an actual program that will work if you copy it down and then enter it into your computer as you would any other program. Try it - it's a typing game. If you want, add to the code to make it more challenging or interesting.

The Tests

Tests are supplied to give you extra practice on specific groups of letters. There is at least one test for each lesson. Also, you can create your own tests. (See page 29.) Your test scores are not taken into consideration in the advice function, and they are not kept on your records. Use the chart on page 79 to keep a record of these scores yourself.

Taking a Test

After you choose Tests from the MAIN MENU, you will be told to insert your data disk into the correct disk drive. If you want to take one of the tests that come with the program, insert Side 4 of *Success with Typing*. If you want to take one of your tests, insert the data disk with that test. Either way, you will be sent to a menu that will list all the tests on the disk. If there are more than five tests on the list, highlight the last one and keep pressing the Down Arrow key to see the rest of the tests. Highlight the test you want to take and then press Return.

A test can consist of up to 12 screens, with each screen containing up to six lines of text. The timer will not start until you strike a key. When you finish a screen, your errors will be highlighted and your scores will appear at the top of the screen. When you are ready to proceed, strike any key. The next screen will then appear. The time between screens will not be counted. After the last screen in a test, your scores for the entire test will appear. The number of errors reported will be the total errors for the entire test. The program does not record test scores, so use the chart supplied on page 78 to record your own scores. Try to beat your own high score or challenge your friends.

The Supplied Tests

A description of each of the supplied tests follows. Use this list to decide which test to take if you are having trouble on specific keys.

Test name	What it tests	Take with Lesson:
HOMEKEYS	Home keys	1,2
JTERR	J-finger territory and Home keys	3
FTERR	F-finger territory and Home keys	4
FJALL	All of the above	4,5
KTERR	K-finger territory and Home keys	6
DTERR	D-finger territory and Home keys	6
KDTERRS	K- and D-finger territories and Home keys	6
KDALL	All of the above	6
LTERR	L-finger territory and Home keys	7
STERR	S-finger territory and Home keys	7
LSTERRS	L- and S-finger territories and Home keys	7,8
LSALL	All of the above	7,8
;TERR	;-finger territory and Home keys	9
ATERR	A-finger territory and Home keys	9

Test name	What it tests	Take with Lesson:
A;ALL	All of the above	9
NUMSYM	Number keys and their symbols	10
SYMBOLS	Quotes, plus, equal, dash, and sentences	11
CATS	Essay using all of the above	11-18
MEETING	Story using all of the above	11-18
FLIGHT	Story using all of the above	11-18

See Your Records

If you are having the program keep a record of your progress, choose See Your Records from the MAIN MENU to see a screen which contains the following information for Lessons 1 through 11 and 14 through 18:

WORDS For Lessons 1 through 11, this is the total number of words in the Take a Challenge section. For Lessons 14 through 18, this will be the total number of words for the lesson. This will give you a context in which to judge the WPM scores.

WPM For Lessons 1 through 11, this will be the words per minute score for the Take a Challenge section the last time you did it. For Lessons 14 through 18, this will be the average WPM for one screen the last time you did it.

ERRS For Lessons 1 through 11, this will be the total number of errors you made in the Take a Challenge section the last time you went through it. For Lessons 14 through 18, this will be the total number of errors you made the last time you went through the lesson.

AWPM For Lessons 1 through 11, this will be the adjusted words per minute score for the Take a Challenge section the last time you did it. For Lessons 14 through 18, this will be the average AWPM for one screen the last time you did it.

BEST WPM For Lessons 1 through 11, this will be your highest WPM in all the times you went through the Take a Challenge section. For Lessons 14 through 18, this will be the highest average WPM for one screen.

GOAL WPM This is the goal speed that you should reach to successfully complete this lesson.

GOAL MET If you have met the lesson's goal, this will say Y, for Yes. If you have yet to meet it, this will be blank.

LAST LESSON Just below Lesson 18, you will see a message that will tell you which was the last lesson a score was recorded for.

For Lessons 12 and 13, there will just be a Y for Yes under GOAL MET if you complete the lesson. There actually isn't any goal score, but this message is just to indicate that you did the lesson.

IMPORTANT: If you find that the information from one or more lessons is missing from your records, see Important Record Keeping Note on page 25.

The prompt at the bottom of the screen asks if you want to print your records. Type Y or N. Press Return to review more records. Press Esc to go to the MAIN MENU.

Record Keeping and Advice Explained

To get the most out of *Success with Typing*, you should have the program keep a record of your progress. The program will then be able to advise you about what you should do each time you use it.

What Is Recorded

In Lessons 1 through 11, the program will record your words per minute (WPM) score, your number of errors (ERRS), and your adjusted words per minute (AWPM) score from the Take a Challenge section of those lessons. The program will then compare your WPM and ERRS scores with scores built into the program. From this comparison it will advise you about what you should do next.

In Lessons 12 and 13, the program will record only if you have completed the lesson. Since there are no scores in these lessons, you must decide for yourself whether or not you want to do them over.

In Lessons 14 through 18, the program will record your WPM, ERRS, and AWPM scores from the entire lesson. The program will then compare your WPM and ERRS scores with scores built into the program. From this comparison it will advise you about what you should do next.

Important Record-Keeping Note

If you want the program to keep a record of your progress, be sure to read this note to ensure that your scores will be recorded every time.

If you are doing one of Lessons 1 through 11 and you want the program to have a record of how you are doing, do not leave the lesson before doing the Take a Challenge section at least once. It is the scores from this section only that will be recorded. Additionally, after you do the section, the program will have the scores, but they will not actually be recorded onto your data disk until you return to the LESSONS MENU. (The menu that lists all 18 lessons.) In the process of returning to that menu, your scores are recorded onto your data disk. You can return to that menu from the Where To? screen that follows the challenges, or, if you are within a lesson, you can return to that menu by pressing Esc a few times. If you turn off the machine before having gone back to the LESSONS MENU, your scores will not be recorded onto your data disk.

If you are doing one of Lessons 12 through 18, you must go all the way through the lesson for the program to have a record of your having done the lesson. And, as in Lessons 1 through 11, you must return to the LESSONS MENU for the information to actually be recorded onto your data disk.

Record-Keeping Reminders

- To keep records, you must have a data disk with your name on its user list. (See Create a Data Disk and Create or Edit a User List in the Management Guide.)
- To keep records, you must answer "Yes" to the question, "Do you want to keep records during this use of the program?" This question will appear each time you use the program.
- To get advice about what you should do each time you use the program, choose Advice from the MAIN MENU. (See Advice on page 10.) The program will then check your records and advise you accordingly.
- If you want to see your records, choose See Your Records from the MAIN MENU. If you want to print your records, choose Review or Print User Records from the MANAGEMENT MENU. (See Review or Print User Records on page 32.)

Free Typing Space

If you want to practice typing text other than from a lesson or test, use this section of the program. Type as many screens as you want. After each screen you will be given your WPM score for that screen. Also, you will be shown your average WPM scores for all the screens you've typed.

On each screen you can type up to 10 lines and each line can have up to 38 characters. If you type all the way to the end of a line, you will automatically be sent to the next line. If you are in the middle of a word, the word will be brought down to the next line. If you want to go to the next line without going all the way to the end of it, press Return.

If you want to stop typing on a screen before you reach the end of that screen, press Esc. You will then be given your WPM and average scores.

MANAGEMENT GUIDE

To use the Management Section of *Scholastic Success with Typing* choose Management from the MAIN MENU. When you do that, the MANAGEMENT MENU will appear. This contains the options: Create a Data Disk; Create or Edit a User List; Create, Edit, or Erase Tests; and Review or Print User Records. You will need a data disk to do all but the first activity. So, if you don't have a data disk, choose Create a Data Disk first. When you want to return to the MAIN MENU from the MANAGEMENT MENU, press Esc.

Create a Data Disk

If you want to have *Success with Typing* keep a record of your progress, or if you want to create tests, you will need to create a data disk. To do this, you will need a floppy disk that is blank or one that you don't mind erasing. The computer will format the disk, making it into a data disk for *Success with Typing*. The formatting procedure erases all information on the disk that is being formatted, so be sure you don't use a disk that has information you still need.

After you choose Create a Data Disk from the MANAGEMENT MENU, follow the instructions to put the disk you want to format into the correct drive. You will then be asked if you are sure you want to format that disk. If you decide for any reason that you don't want the disk formatted, type **N**. You will be sent back to the MANAGEMENT MENU.

If you are sure you don't mind erasing whatever might be on the disk, type **Y**. The disk will then be formatted. To use the data disk to keep records, you will have to create a user list on it. (To do this, see Create or Edit a User List below.) If you only want to use the disk to store tests that you are going to create, you don't need to create a user list. (In that case, see Create, Edit, and Erase Tests below.)

Create or Edit a User List

If you want to keep records on a data disk, then you must create a user list for that disk. The user list will contain the names of all the persons whose records will be stored on that disk.

NOTE: You can have only one user list on a disk.

Choose Create or Edit a User List from the MANAGEMENT MENU if you want to create a user list, add names to a user list, or delete names from a user list. If your data disk is not in the drive, then you will be told to insert it into the correct drive and press Return. Then, you will be sent to the CREATE OR EDIT A USER LIST MENU. This menu includes two options: Enter a User Name and Delete a User Name. When you want to return to the MANAGEMENT MENU from here, press Esc.

Creating a User List

To create a user list, choose Enter a User Name. You will be sent to a screen titled User List. Enter one name at a time, pressing Return after each name. If you are going to be the only person using the disk, then you only need to enter your name. The list can contain up to 60 names. Each name can contain up to 10 characters. When you are done entering names, press Esc to go back to the CREATE OR EDIT A USER LIST MENU.

Adding Names to a User List

If you have a user list and you want to add names to it, choose Enter a User Name. Add names to the list the same way you entered names when you created the list. When you are finished adding names to the list, press Esc to go back to the CREATE OR EDIT A USER LIST MENU.

Deleting Names from a User List

If you want, you can delete names from your user list. Just be aware that, when you delete a name, you also delete the records (if there are any) for that name.

To delete names from a user list, choose Delete a User Name. You will be sent to a menu of all the names on the user list. Use the Up or Down Arrows to highlight the name you want to delete. If there are more than five names on the menu, then highlight the last name and keep pressing the Down Arrow to see the rest of the menu. When you have highlighted the name you want to delete, press Return.

Once you press Return, you will be asked if you are sure you want to delete that person's records. If you have changed your mind, then type **N**. You will then be sent back to the previous menu. If you are sure you want to delete the name (and the records), then type **Y**. The name and records will be deleted. Delete as many names as you want. Press Esc when you want to return to the CREATE OR EDIT A USER LIST MENU. If you delete all the names, then you will automatically be sent to that menu after you delete the last name.

Create, Edit, or Erase Tests

Success with Typing comes with 20 tests, but you can also create your own tests. Create tests on any topic or subject area and make them as easy or difficult as you like. The tests you create will be stored on your data disk.

NOTE: You don't need to have a user list on your data disk to store tests on it.

Choose the third option from the MANAGEMENT MENU if you want to create a test, edit a test, or erase a test. If your data disk is not in the drive, you will be told to insert it into the correct drive and press Return. Then, you will be sent to another menu. This menu includes three options: Create a Test, Edit a Test, and Erase a Test. When you want to return to the MANAGEMENT MENU from here, press Esc.

Creating a Test

To create a test, choose Create a Test from the menu. First, you will be asked to enter a name for the test. It's a good idea to use a name that will remind you of the contents of the test. This will help you later when you choose a test to take. The name can be up to 10 characters long. It cannot contain any spaces. After you enter the name, press Return.

Next, you will be sent to a screen on which you will enter your test. You will enter it one screen of text at a time. Tests can contain up to 12 screens. The number of the screen you are working on will appear right above where you will enter the text. Each screen can have up to six lines of text. (If a test is less than one word long, it will not be saved.) Each line must have a minimum of 5 characters and can have up to 38 characters. Enter any text you want for your test.

NOTE: If you skip a line or put less than five characters on a line when making a test, that line will be deleted when the test is taken.

Test-making Tips

Here are some suggestions for creating tests:

- As you reach the end of a line, the cursor will drop to the next line and the word will be split in two. Because of this, plan your test in advance, making sure that no line is more than 38 characters long.
- If you make any typing mistakes, use the Arrow keys to move the cursor to where you want to make corrections. Then use the Delete key to erase characters to the left of the cursor.
- If you place a character on the last space of a line, the test-taker will automatically be sent to the next line when he or she types that character.

  If your text does not go all the way to the end of a line, press Return after you type the last character. A Return symbol (↵) will appear. When the test-taker presses Return at that point, he or she will be sent to the next line.

NOTE: If there are more characters after the Return symbol, the cursor will move to the next character, not the next line.

- When you are done with a screen of text, press Ctrl-N to get to the next screen.
- If you want to move back to a previous screen, press Ctrl-B.
- When you are done with the last screen of your test, press Esc. Your test will be saved and you will be sent back to the CREATE, EDIT, OR ERASE A TEST MENU.

Editing a Test

If you want to make changes to a test that is saved on a data disk, then choose Edit a Test. If your data disk is not in the drive, then you will be asked to insert it into the correct drive and press Return. You will then be sent to a menu of all the tests on that disk. Use the Up and Down Arrows to highlight the test you want to work on. If there are more than five tests on a disk, then you will have to highlight the last test and keep pressing the Down Arrow to see the rest of the list. Highlight the test you want to work on and press Return.

The first screen of the test will appear. You can change as much information as you want. You can even rewrite the whole screen if you like. Use the Arrow keys and the Delete key as you did when creating a test.

When you are done with a screen, or if you just want to move past a screen, press Ctrl-N. You will be asked if you want to save the text. If you type **Y**, then any changes you made will be saved. If you type **N**, then the changes will not be saved. Either way you will be sent to the next screen.

If you want to add screens to a test, then go to the last screen and press Ctrl-N. Enter the text on that screen like you did when you were creating the test.

If you want to move backward to a previous screen, then press Ctrl-B. You will be asked if you want to save the text. If you type **Y**, any changes you made will be saved. If you type **N**, the changes will not be saved. Either way you will be sent to the previous screen.

When you are done working on the test, press Esc. You will be asked if you want to save any changes you made to that last screen of text. Type **Y** to save them. Type **N** not to save them. Either way you will be sent to the CREATE, EDIT, OR ERASE A TEST MENU.

NOTE: You don't have to go all the way to the end of the test to press Esc and leave the test. When you are done working, no matter what screen you are on, simply press Esc to stop working.

Erasing a Test

If you want to erase a test from a data disk, then choose Erase a Test. If your data disk is not in the drive, then the program will ask you to put the disk in the correct drive and press Return. A menu will then appear listing all the tests on that disk. Use the Arrow keys to highlight the test you want to erase. If there are more than five tests on the disk, highlight the last test and keep pressing the Down Arrow key. When you have highlighted the test you want to erase, press Return. You will then be asked if you are sure you want to erase that test. If you still want it erased, type **Y**. Be sure that you do want to erase the test because, once it is erased, you cannot get it back. If you decide you don't want to erase it, then type **N**. Either way, you will be sent to the CREATE, EDIT, OR ERASE A TEST MENU.

Copying Tests (Apple Computers Only)

You can copy tests from one data disk to another disk. The second disk must be a *Success with Typing* data disk. To copy the tests, you will use the FID program on your Apple System Master disk. To do this, get that disk and place it in your disk drive. Turn on your computer to boot the disk. When you see the prompt, type **BRUN FID**. When the menu appears, choose Copy Files. Follow the instructions, using your data disk as the source disk and the other data disk as the destination disk. All files that start with T. are tests.

If you are using a computer other than Apple, then see the Reference Card that came with your *Success with Typing* package.

Review or Print User Records

Choose this option from the MANAGEMENT MENU if you want to review or print user records. If your data disk is not in the drive, then you will be told to insert it into the correct drive and press Return. Then, you will be sent to a menu of all the names on the disk's user list. Use the Up and Down Arrows to highlight the name of the person whose records you want to see. If there are more than five names on the menu, highlight the last name and keep pressing the Down Arrow to see the rest of the menu. When you have highlighted the name you want, press Return. You will then be shown that user's records. (For an explanation of the Record screen, see page 24.)

You will be asked if you want to print that record. If you want to print it, then be sure your printer is turned on and the paper is set up so that the record will print where you want it. When you are ready to print, type **Y**, for Yes. The record will then print. If you don't want to print it, type **N**. Either way, when you are finished looking at the record, press Return to go back to the MANAGEMENT MENU.

NOTE: You can also see your records directly from the MAIN MENU by choosing the See Your Records option from the menu.

Copying Records (Apple Computers Only)

You can copy records from one disk to another disk. The second disk must be a *Success with Typing* data disk. To copy the records, you will use the FID program on your Apple System Master disk. To do this, get that disk and place it into your disk drive. Boot it up and, when you see the prompt, type **BRUN FID**. When the menu appears, choose Copy Files. Follow the instructions, using your data disk as the source disk, and the other data disk as the destination disk. All files that start with R. are records.

If you are using a computer other than Apple, see the Reference Card that came with your *Success with Typing* package.

TEACHING GUIDE

Introduction to the Teacher

Scholastic *Success with Typing* is a complete touch-typing course designed for students in the fifth to twelfth grades. Unlike many keyboarding tutors, *Success with Typing* is very flexible. Used properly, it will take students who are unfamiliar with the keyboard, or students who type at very low speeds, and get them typing at a reasonable speed. The program is also very useful for students who already type at a reasonable speed but are hindered from improvement by poor technique, such as incorrect fingering or keystroking. By stressing proper technique, the program corrects those bad habits and allows students to reach higher levels of speed and accuracy.

Success with Typing teaches all the computer keys, including Delete, Esc, Tab, the Arrow keys, Caps Lock, and most of the symbol keys. The program also introduces students to word-processing and data-base programs and teaches how the special computer keys are used in those applications programs. In addition, students will learn the formats used in writing business letters and personal letters.

Completing Lessons and Keeping Records

Success with Typing is designed as a tutorial that consists of 18 lessons. Almost everything that a student must do when using the program is explained in clear language on the screen. As a result, you will find that most students need little or no assistance when going through the lessons. You can have your students go through all the lessons, or you can prescribe specific lessons for an individual student's problems. To assist you in doing this, pages 39-44 and 48-52 of the Teaching Guide describe each lesson and suggest alternate routes through the program.

The program will work best if you have it keep a record of each student's progress. (See pages 25, 26, 55, and 56 to learn how this is done.) By keeping records, your students will be able to take advantage of the program's advice function - a special diagnostic feature that suggests an appropriate next step for each student each time they sit down to use the program. You can start a student at any lesson. The program will guide the student the rest of the way, suggesting that the student repeat lessons for more practice or move ahead to learn new skills.

The Developmental Approach

Success with Typing teaches typing using the Developmental Approach. In this approach, the keys are introduced in territories. For more information, see page 37. On page 15, you will find a reproducible chart showing each of the eight keyboard territories. It will help students if you make copies of this chart and place one near each computer.

How to Use this Handbook

To start using *Success with Typing*, you should first read through the Quick Start Guide. This will give you an overview of all the features in the program. It will also lead you step-by-step through the process of loading the program and setting it up for your students to use their first time through. You will then be ready to start your students using the program.

Before using the program with students, you should read through the rest of this Teaching Guide. This Guide includes information about the best way to use the program in your classroom, an explanation of the Developmental Approach, reproducible charts and posters, a list of the tasks that are required of you in using this program, several extension activities, and other valuable information.

In general, if you have any questions about using the program, or if you want further explanations of any of the program's features and functions, see the Reference Guide. For more information on the management part of the program, see the Management Guide.

Description of the Teaching Guide

This section of the handbook contains all the information and materials you need to use *Success with Typing* in your classroom, computer lab, or other learning environment. The Teaching Guide assumes that you are familiar with the program's basic features and functions. If you are not, go though the Quick Start Guide on pages 7-12 before reading further.

The Teaching Guide includes:

- An explanation of how the program teaches typing, including a discussion of the Developmental Approach.
- An explanation of the teacher's role in using the program.
- A description of each of the 18 lessons in the program.
- A list of words in the program that may be difficult or new to some students.
- A list of tips you should give your students to help them type successfully.
- A description of alternate paths you can have your students take through the program and a Path Chart that you can use to guide students.
- A guide to record keeping and advice that will help you correctly use those functions of the program.
- A User List Chart that will help you keep track of your data disks.
- Notes on creating your own tests for your students, word lists to help you create those tests and a Test Reference Sheet to help you keep track of the tests you created.
- Suggestions for using the Free Typing Space part of the program.
- Sample letters and some notes on the Learn Letter Formats section found in Lesson 8.
- Descriptions of ways you can use the program in your classroom, computer lab, or other learning environment.
- Extension activities to use while your students are going through the program and after they have learned all the keys.
- A practice keyboard for your students to use when there is no computer available.
- A Record Chart for your students to use to keep a written record of their lesson and test scores.

It's best to begin by reading the *Success with Typing* Teaching Technique section that follows, so you can start with an understanding of the instructional goals and teaching philosophy that underlie the *Success with Typing* program.

The *Success With Typing* Teaching Technique

Success with Typing uses the Developmental Approach toward teaching typing. First, the Home keys (a, s, d, f, j, k, l, semi-colon) are introduced. The chart on page 14 shows which fingers control each of these keys. The placement of the fingers on the chart is the correct Home key position. It will help your students if you make copies of this chart and place it within view wherever they type. In the program, each finger is known by the Home key it controls. For instance, the right index finger is known as the J-finger.

The program will tell your students to keep their fingers in the Home key position as they type. From that position, they will be able to strike all the other keys on the keyboard. As the program stresses, learning the Home key position and becoming skilled at typing these keys are the first, and the most important, steps toward becoming a quick and accurate touch typist.

After your students master the Home keys, they will learn the rest of the keys in groups. These groups are called *territories*. In the program, the keyboard is divided into eight territories - one for each Home key finger. Each finger controls all the keys in its territory. The chart on page 15 shows the territories with the Home keys highlighted. Printed on the fingers below the keyboard are all the keys that each finger controls. This is another chart that you should copy and place near the computer.

The Developmental Approach Explained

The Developmental Approach is a unique way to teach typing. This approach sets *Success with Typing* apart from all other typing programs. It is a teaching method that takes into account the physical aspect of learning to type as well as the natural order of physiological development.

People learn to type in many different environments - in school, at home, or on the job - but wherever they learn, the same process occurs internally. This is the process of training the student's sense of *proprioception*. Proprioception is the faculty which enables us to be aware of the relative position of each limb. Without this awareness, the mind could not coordinate limb movements. In the case of typing, we must be aware of the relative positions of our fingers in order to type correctly. We become aware by repeating patterns through practicing typing. This repetition trains our sense of proprioception for the task. By introducing the keys in groups that the same finger controls, the Developmental Approach fosters the process of training the student's sense of proprioception.

In addition, this territorial approach follows natural patterns of coordination development. Children or adults who are just starting to type have the most dexterity in their index fingers. Next are the middle fingers, and so on. With this fact in mind, the presentation of territories in *Success with Typing* is ordered around a natural progression. Students start with their strongest fingers, the index fingers. When these are mastered, the learning progresses to the middle fingers, then to the ring fingers, and finally to the little fingers.

By dividing the keyboard into territories and then introducing them to the student in order of finger development, the student quickly acquires a strong sense of where each finger goes. This also helps target weak fingers so that more practice can be given to them. The program provides tests for this extra practice, and it also allows you to make your own tests for your students.

Success with Typing has been tested in pilot programs and the results were overwhelmingly positive. They confirmed that *Success with Typing* can teach touch typing efficiently through systematic instruction, practice, and "challenging" (in the Take a Challenge section of most lessons). The field testing also proved that the territorial approach helped keyboarders develop keyboarding skills evenly and with fewer weak areas.

What Do I Have To Do?: The Teacher's Role Explained

The teacher's role in using this program will vary depending upon the classroom configuration and teaching needs. Here is a quick rundown of several possible roles and responsibilities.

- Familiarize yourself with the program as completely as possible. If you don't have the time to go through all of the lessons by yourself, you should at least do Lessons 1, 3, 7, 12, 13, and 14. To round out your understanding after going through those lessons, you should read The Lessons starting on page 16 and A Guided Tour Through the Lessons starting on page 39. (You should note, however, that many students will be able to go through the program with little or no help.)
- In almost all classroom situations, you should have the program keep a record of your students' progress. To keep records, you will have to set up a data disk and a user list with the names of your students. You will need to give your students this disk and tell them to answer yes to the question, "Do you want to keep records?" that appears at the beginning of the program. For information on the record-keeping function, see Record Keeping and Advice Explained on page 25.
- The program works best if students go through the lessons in the order they are presented, but you may feel that some of your students do not need to go through certain lessons. You may want students to follow one of the alternate paths outlined on pages 48-52, or you may want to design your own path. In these cases, you will need to decide upon a path and give the student a Path Chart (see page 53).
- While your students are using the program, you may find that you want them to skip certain passages that appear for them to type. To skip over a passage, press the Tab key and the Open Apple key at the same time. The next passage or text will appear, and the student can continue working. It is a good idea to keep this hidden program function to yourself so that your students don't skip over passages that you want them to type.
- If you are having the program keep a record of your students' progress, you will probably want to review that progress from time to time. To do this, see See Your Records on page 24. If your students are using Record Charts, you can check their progress by looking at their charts.
- If you want your students to take tests other than those supplied in the program, you will need to create these tests (see Creating a Test in the Management Guide). These tests will be stored on a data disk. If you want your students to take a test, you will have to give them the disk that has that test stored on it.

A Guided Tour Through the Lessons

Success with Typing is a tutorial program that most students will be able to use by themselves. Lessons 1 through 11 share the same basic structure, as do Lessons 14 through 18. Lessons 12 and 13 each have a unique structure. The section of the Reference Guide called The Lessons explains the different parts of the lessons, how they work, and what is expected of students.

IMPORTANT: If you want a student to skip a passage that he or she is being asked to type, press the Tab key and the Open Apple key at the same time.

Lessons 1 through 11 each contain three sections: Learn New Keys, Practice Typing, and Take a Challenge. The last two sections are organized around a fairly straightforward testing format. Learn New Keys, on the other hand, is a more complex section that contains different types of screens. To start your tour of the lessons, you should first become familiar with those different screen types:

- **Technique Tips** These are the graphic and text screens that explain proper typing technique.
- **Warm-up Exercise** After Lesson 1, each lesson contains one warm-up exercise to get students ready to learn more keys and to help them review what they learned in the previous lessons. These usually consist of four one-line passages.
- **Home Key Positioning** Each lesson will contain at least one of these screens. They show the correct Home key position.
- **Keyboard Territories** Lessons 3, 4, 6, 7, and 9 contain one of these. On this screen there is a keyboard. Students are able to press any Home key to label the keys in that key's territory. If the key is pressed again, the labels will be erased. This screen is always paired with a similar screen which displays the territory keys that will be taught in the present lesson.
- **Locating New Keys** These show the location of new keys by flashing them on the keyboard.
- **Striking New Keys** These tell which fingers to use to strike the new keys.
- **Learning New Keys** These teach the function of keys other than character keys, such as the Return key and the Shift keys.
- **Exercising New Reaches** (also known as Review Exercise and Number/Symbol Exercise) This is the real typing portion of the Learn New Keys section. All exercises are one line each. The first several exercises in each lesson include only the new keys taught in that lesson. The rest of the exercises contain all the keys learned up to that lesson.
- **Where To?** These are menu screens that allow the student to choose where to go next.

Detailed Description of Each Lesson

This section provides a very specific description of each lesson. Use this information to familiarize yourself with specific lessons, to troubleshoot if a student has a problem, and to chart your own path through the program, if you like.

LESSON 1 Home Keys and Space Bar

Learn New Keys:

1. Technique Tips
2. Locating New Keys
3. Striking New Keys
4. 2 Exercises
5. Fingering New Keys
6. 14 Exercises
7. Where To?

Practice Typing: 12 passages of 1 line each
Take a Challenge: 3 or 4 passages of 1 line each
The goal is 10 WPM with less than 6 errors.

LESSON 2 Return Key, Shift Keys, Period, and Review of the Home keys

Learn New Keys:

1. Technique Tips
2. Home key Positioning
3. Warm-up Exercise
4. Locating New Keys
5. Striking New Keys
6. Learning New Keys
7. 9 Exercises
8. Where To?

Practice Typing: 12 passages of 1 line each
Take a Challenge: 4 passages of 1 line each
The goal is 12 WPM with less than 6 errors.
Comments: The period is introduced in this lesson, out of its territory context, to enable its use in sentences before learning Lesson 7, where the period territory is introduced.

LESSON 3 J-Finger Territory (n, m, h, j, y, u, 6, 7)

Learn New Keys:

1. Technique Tips
2. Home Key Positioning
3. Warm-up Exercise
4. Keyboard Territories
5. Locating New Keys
6. Exercising J-Finger Reach (includes 19 exercises)
7. Where To?

Practice Typing: 12 passages of 1 line each
Take a Challenge: 4 passages of 1 line each
The goal is 14 WPM with less than 6 errors.

LESSON 4 F-Finger Territory (b, v, g, f, t, r, 5, 4)

Learn New Keys:

1. Technique Tips
2. Home Keys Positioning
3. Warm-up Exercise
4. Keyboard Territories
5. Locating New Keys
6. Exercising F-Finger Reach (includes 19 exercises)
7. Where To?

Practice Typing: 12 passages of 1 line each
Take a Challenge: 4 passages of 1 line each
The goal is 14 WPM with less than 6 errors.

LESSON 5 Esc Key, Caps Lock Key, and Review

Learn New Keys:

1. Technique Tips
2. Locating New Keys
3. Learning New Keys
4. 16 Review Exercises
5. Where To?

Practice Typing: 12 passages of 2 lines each
Take a Challenge: 3 passages of 2 lines each
The goal is 18 WPM with less than 9 errors.

LESSON 6 K- and D-Finger Territories (comma, k, i, 8, c, d, e, 3)

Learn New Keys:

1. Technique Tips
2. Home Key Positioning
3. Warm-up Exercise
4. Keyboard Territories
5. Locating New Keys
6. Exercising New Reaches (includes 23 exercises)
7. Where To?

Practice Typing: 12 passages of 2 lines each
Take a Challenge: 3 passages of 2 lines each
The goal is 20 WPM with less than 9 errors.

LESSON 7 L- and S-Finger Territories (period, l, o, 9, x, s, w, 2)

Learn New Keys:

1. Technique Tips
2. Home Key Positioning
3. Warm-up Exercise
4. Keyboard Territories
5. Locating New Keys
6. Exercising New Reaches (includes 23 exercises)
7. Where To?

Practice Typing: 12 passages of 2 lines each
Take a Challenge: 3 passages of 2 lines each
The goal is 20 WPM with less than 9 errors.

LESSON 8 Letter Formats and Review

Learn Letter Formats:

1. Technique Tips
2. Home Key Positioning
3. Warm-up Exercise
4. Letter Formats (describes the two formats)
5. Personal Letter: Sample
6. Personal Letter: Structure (student can toggle between Sample and Structure)
7. Business Letter: Sample
8. Business Letter: Structure (student can toggle between Sample and Structure)
9. Where To?

Practice Typing: 12 passages of 2 lines each
Take a Challenge: 3 passages of 2 lines each
The goal is 24 WPM with less than 9 errors.

LESSON 9 ;- and A-Finger Territories (/, ?, semi-colon, p, 0, z, a, q, 1)

Learn New Keys:

1. Technique Tips
2. Home Key Positioning
3. Warm-up Exercise
4. Keyboard Territories
5. Locating New Keys
6. Exercising New Reaches (includes 23 exercises)
7. Where To?

Practice Typing: 12 passages of 2 lines each
Take a Challenge: 3 passages of 2 lines each
The goal is 26 WPM with less than 9 errors.

LESSON 10 Number Review and Symbols above numbers

Learn New Keys:

1. Technique Tips
2. Home Key Positioning
3. Exercise
4. 17 Number/Symbol Exercises
5. Where To?

Practice Typing: 12 passages of 2 lines each
Take a Challenge: 3 passages of 2 lines each
The goal is 26 WPM with less than 9 errors.
Comments: Students may have trouble reaching Goal WPM because numbers are very hard for a new typist to strike correctly.

LESSON 11 More Symbols (-, =, +, ", ') and Review

Learn New Keys:

1. Technique Tips
2. Home Key Positioning
3. 10 Exercises
4. Where To?

Practice Typing: 12 passages of 2 lines each
Take a Challenge: 4 passages of 2 lines each
The goal is 28 WPM with less than 9 errors.

LESSON 12 Special Keys/Data Bases (Tab Key, Control Key)

Learn New Keys:

1. Technique Tips
2. Home Key Positioning
3. Warm-up Exercise
4. Data Bases (introduces data bases and what they are used for)
5. Locating New Keys
6. Home Key Positioning (without fingers on the screen)
7. Striking the Tab key
8. Striking the Control key
9. Data Bases - Practice
10. Where To?

Practice Typing: Goes directly to Data Bases - Practice (11 cards each with 3 fields to fill in)

Comment: Data bases vary on the keys they use for their functions. This lesson has been designed to teach the Tab and Control keys and to introduce the concept of data bases. When your students start using a specific data base, they will become accustomed to the special keys that program uses.

LESSON 13 Special Keys/Word Processing (Tab, Delete, Arrow keys)

Learn New Keys:

1. Technique Tips
2. Warm-up Exercise (3-line timed test)
3. Word Processing (introduces word processing and the concept of editing)
4. Locating New Keys
5. Home Key Positioning
6. Striking the Tab Key
7. Striking the Delete Key
8. Striking the Arrow Keys
9. Word Processing - Tab Key (practices the Tab Key)
10. Word Processing - Arrow Keys (practices the Arrow Keys)
11. Word Processing - Delete Key (practices the Delete Key)
12. Word Processing - Inserting
13. Word Processing - Exercise (3 practice paragraphs)
14. Where To?

Practice Typing: Goes directly to Word Processing - Exercise

Comment: Word processing programs vary on the keys they use. This lesson has been designed to teach the Tab key, the Delete key, the Arrow keys, as well as the concept of word processing (with an emphasis on editing). When your students start using a specific word-processing program, they will need to become familiar with the keys used in that program.

NOTE: The WPM score and the allowable number of errors for Lessons 14-18 are an average score for one screen of the lesson, not a total score.

LESSON 14 Personalized Passages

Do a Warm-up Practice:

1. Home Key Positioning
2. Warm-up Practice
3. How It Works
4. Enter Passage Words
5. The Passages
6. Where To?

Go to the Passages: Goes directly to How It Works

Comment: This is a business memo 4 screens long. The goal is 35 WPM with less than 9 errors. When students enter an adjective at the beginning, it should begin with a consonant.

LESSON 15 Personalized Passages

Do a Warm-up Practice:
1. Home Key Positioning
2. Warm-up Practice
3. How It Works
4. Enter Passage Words
5. The Passages
6. Where To?

Go to the Passages: Goes directly to How It Works
Comment: This is a story 5 screens long. The goal is 35 WPM with less than 9 errors.

LESSON 16 Personalized Passages

Do a Warm-up Practice:
1. Home Key Positioning
2. Warm-up Practice
3. How It Works
4. Enter Passage Words
5. The Passages
6. Where To?

Go to the Passages: Goes directly to How It Works
Comment: This is a newspaper article 5 screens long. The goal is 35 WPM with less than 9 errors.

Lesson 17 Personalized Passages

Do a Warm-up Practice:
1. Home Key Positioning
2. Warm-up Practice
3. How It Works
4. Enter Passage Words
5. The Passages
6. Where To?

Go to the Passages: Goes directly to How It Works
Comment: This is a movie review 6 screens long. The goal is 35 WPM with fewer than 9 errors.

Lesson 18 Personalized Passages

Do a Warm-up Practice:
1. Home Key Positioning
2. Warm-up Practice
3. How It Works
4. Enter Passage Words
5. The Passages
6. Where To?

Go to the Passages: Goes directly to How It Works
Comment: The goal is 35 WPM with fewer than 17 errors. Because of all the capital letters and symbols in this lesson, most students will have a lot of trouble reaching the goal WPM score. You should keep this in mind and possibly set a lower goal for your students. To help your students, you should suggest that they lock down the Caps Lock key when they do this lesson. You should note, though, that this is a working BASIC program. See Programming Activities in the Extension Activities.

Vocabulary Assistance

Success with Typing is a tutorial program which contains much text that students must read and understand in order to learn to type correctly. Because the program is intended for use by students in the fifth to twelfth grades, the vocabulary was kept simple. But you may find that there are some words, especially typing terms, which will be new for certain students. Below you will find a list of these words and the first lesson in which they appear. The words following the dash are included to give you the context in which the new words appear. You may find it helpful for some students if you review these new words with them before starting those lessons.

Lesson 1

Challenge - take a Challenge
Goal - this lesson's goal of 10 WPM
Forearms Parallel - keep your forearms parallel to the slant of the keyboard
Wrists - keep your wrists low
Locate - locate these keys on your computer keyboard
Control - each finger will control a Home key
Position - the correct Home key position
Index Finger - place your index finger
Complete - to complete the Home key position
Effort - will take some time and effort
Skill - typing is a very useful skill, especially now that computers are used so much
Exercise - four more lines in this exercise
Errors - your errors will be highlighted
Increase - increase your typing speed
Passage - type a passage
Highlighted - your errors will be highlighted
Concentrate - concentrate more on those problem keys
Relaxed - sit in a relaxed position
Paused - don't pause
Immediately - the next one will appear immediately

Lesson 2

Release - immediately release the key
Symbol - when you see the symbol
Capitalize - to capitalize a letter
Characters - there are two characters on the key
Continue - as you continue this exercise

Lesson 3
Territory, Territories - there are eight territories

Lesson 6
Pausing - type smoothly, without pausing

Lesson 8
Formats - Learn Letter Formats
Sample - show a sample of each format
Structure - the structure of each format
Computerized - computerized bird feeder
Slogan - your entry in our slogan contest

Lesson 10
Introduced - introduced to the symbols
Maintain - help you maintain correct Home key position

Lesson 11
Quote - to type a double quote
Plus - plus sign

Lesson 12
Data - data-base programs
Index card file - like a computerized index card file
Information - search for any information you want
Efficient - efficient and useful tool
Organizing - for organizing a lot of information
Inventors - a file on inventors
Inventions - a file on inventions
Detailed - the more detailed the information can be
Typed - you just typed
Chronologically - arranged chronologically
Familiar - you will become familiar with the keys it uses

Lesson 13
Processing - word processing
Memory - a typewriter with a memory
Text - you can enter text and then save it
Edit - to edit -make changes to-
Experimenting - you will find yourself experimenting more
Retyping - you won't waste time retyping
Locations - to set locations
Especially - these keys are especially useful
Various - in various ways
Insert - you can also insert characters

Lesson 14

Feat - a feat that must not go unnoticed
Behavior - for such good behavior
Promote - promote you into a new position
Responsibility - with greater responsibility
Vacation - sending you on a vacation
Bon voyage - bon voyage!

Lesson 15

Ferocious - most wild and ferocious
Coaxed - coaxed out into the street
Intrigued - said John, quite intrigued
Devote - devote my life to

Lesson 16

Quintessential - quintessential peoples of the world
Appointment - this possible appointment
Precedent - could be a bad precedent

Lesson 17

Classics - appeared in such classics as
Creates - a poor inventor who creates
Theme - a pet theme of mine
Insight - a moment of great insight

Tips for Successful Typing

Have your students follow these tips and they will be on their way toward quick and accurate typing:

- Sit in a relaxed, comfortable position, directly in front of your keyboard. Keep both of your feet flat on the floor for good balance.
- When you start to type, be sure your fingers are on the Home keys. As you type, keep your fingers lightly on the Home keys. This will help you learn new keys faster and type more quickly.
- When reaching for a key with one finger, try to keep another finger of that hand anchored. Anchoring means that you keep a Home key finger on its key while reaching for another key with that same hand. For example, when reaching for the Y key with the J-finger, try to keep the ;-finger anchored on its key. This will help you keep your fingers in the correct Home key position.
- As you type, keep your forearms parallel to the slant of the keyboard. Also, keep your wrists low, but *never* lean them on the keyboard.
- When you type, always make quick, snappy strokes and don't pause after keystrokes. Also, curve your fingers so only the tips touch the keys.
- Concentrate on what you are doing. Learning to type involves repetitive practice. The more you concentrate and do the exercises correctly, the more quickly you will learn to type. When you are using *Success with Typing*, turn off the radio and the TV and concentrate on your fingers.
- The first few times you learn a new key, watch your fingers as they reach for it. This will help you learn the key more quickly.
- Take your time and be patient.

Alternate Paths Through the Program

Success with Typing is a very flexible teaching tool, designed for use in a wide range of learning environments - from a one-week typing/keyboarding section in a computer literacy course to an open-ended typing course in a business skills class. The program will work best if you have it keep records of your students' progress, and if your students use the Advice function. This will take students through the program at an individualized pace. It may take a student from two weeks to two months to complete the program, depending upon how well the student types at the start.

If you have a fixed amount of time to use the program, or if you simply want to have more control over your students' progress, you can have them take an alternate path through the program. Below, you will find four possible paths, each designed to fit into a set time period. Use one of these suggested paths or design your own.

If you use an alternate path, your students will not be able to use the Advice function to guide them through the program. As a guide, you should provide them with a Path Chart (page 54). Make copies of this chart and fill one out for each of your students, indicating the path you want them to take. There is a space on the chart for you to indicate a minimum WPM speed (or AWPM speed) that you want each student to reach before moving on from one lesson to another. If you'd rather have them move on after a certain number of passes through a lesson, rather than after they achieve a certain speed, you can enter that information under "Repetitions" on the chart. In fact, you could enter both a speed and a number of repetitions, if you like. This would tell the students to aim for the goal WPM (or AWPM) as they go through the lesson your required number of times. Fill the form in either way, and then give a copy of it to each student along with a Record Chart. The students will fill in information on the Record Chart as they go through the program.

NOTE: In any path in which the Take a Challenge section is used, you can have the program keep a record of your students' progress. If you use this method of record keeping along with the Path and Record Charts, you can periodically check the accuracy of your students' charts.

Path A

Time Required: Approximately 5 class sessions of a thirty to forty-five minutes each:

DAY 1:	Lessons 1 and 2	Learn New Keys and Take a Challenge
DAY 2:	Lessons 3 and 4	Learn New Keys and Take a Challenge
DAY 3:	Lessons 6 and 7	Learn New Keys and Take a Challenge
DAY 4:	Lessons 9 and 11	Learn New Keys and Take a Challenge
DAY 5:	Lessons 12 and 13	Do each lesson completely

Comments:

- This is a very quick path through the program. Each day's agenda is full of new keys, and as a result, it may be too difficult or challenging for many students to handle. If you use this path, explain to the students that they are not expected to reach high levels of speed and accuracy. Instead, encourage them to concentrate just on getting familiar with the keys, and stress out-of-class practice.
- You can have the program keep a record of the students' work, but don't have them follow the Advice function.
- The Learn New Keys section in Lesson 5 teaches the Esc key and the Caps Lock key. Take a few minutes to talk about those keys, since your students won't be doing that lesson.
- The Learn New Keys section in Lesson 8 teaches about letter formats. Take some time to tell your students about the two letter formats. As a guide, give them copies of pages 70-73 of this handbook.

Path B

Time Required: Approximately 10 class sessions of about forty-five minutes each:

DAY 1:	Lesson 1	Learn New Keys and Practice Typing
DAY 2:	Lesson 2	Learn New Keys and Practice Typing
DAY 3:	Lesson 3	Learn New Keys and Practice Typing
DAY 4:	Lesson 4	Learn New Keys and Practice Typing
DAY 5:	Lesson 6	Learn New Keys and Practice Typing
DAY 6:	Lesson 7	Learn New Keys and Practice Typing
DAY 7:	Lesson 9	Learn New Keys and Practice Typing
DAY 8:	Lesson 10	Learn New Keys and Practice Typing
DAY 9:	Lesson 11	Learn New Keys and Practice Typing
DAY 10:	Lesson 12 and 13	Do each lesson completely

Comments:

- If you have more than forty-five minutes a day, add the Take a Challenge section to Lessons 1 through 11. If students do that section, you can have the program keep a record of their work. Don't have them follow the Advice function though, because the advice won't follow your path.
- If you have any extra time during any of the days and you want to give your students extra practice, have them do a test that is relevant to the lesson they worked on that day.
- The Learn New Keys section in Lesson 5 teaches the Esc key and the Caps Lock key. Take a few minutes to talk about those keys with your students, since they won't be doing that lesson.
- The Learn New Keys section in Lesson 8 teaches about letter formats. Take some time to tell your students about the two letter formats. As a guide, give them copies of pages 70-73 of this handbook.
- If you have extra days, have your students do any of Lessons 14 through 18 to help raise their WPM score.

Path C

Time Required: Approximately 30 class sessions of about a half hour each:

DAY 1:	Lesson	1	Learn New Keys and Take a Challenge
DAY 2:	Lesson	1	Practice Typing and Take a Challenge
DAY 3:	Lesson	2	Learn New Keys and Take a Challenge
DAY 4:	Lesson	2	Practice Typing and Take a Challenge
DAY 5:	Lesson	3	Learn New Keys and Take a Challenge
DAY 6:	Lesson	3	Practice Typing and Take a Challenge
DAY 7:	Lesson	4	Learn New Keys and Take a Challenge
DAY 8:	Lesson	4	Practice Typing and Take a Challenge
DAY 9:	Lesson	5	Learn New Keys and Take a Challenge
DAY 10:	Lesson	5	Practice Typing and Take a Challenge
DAY 11:	Lesson	6	Learn New Keys and Take a Challenge
DAY 12:	Lesson	6	Practice Typing and Take a Challenge
DAY 13:	Lesson	7	Learn New Keys and Take a Challenge
DAY 14:	Lesson	7	Practice Typing and Take a Challenge
DAY 15:	Lesson	8	Learn New Keys and Take a Challenge
DAY 16:	Lesson	8	Practice Typing and Take a Challenge
DAY 17:	Lesson	9	Learn New Keys and Take a Challenge
DAY 18:	Lesson	9	Practice Typing and Take a Challenge
DAY 19:	Lesson	10	Learn New Keys and Take a Challenge
DAY 20:	Lesson	10	Practice Typing and Take a Challenge
DAY 21:	Lesson	11	Learn New Keys and Take a Challenge
DAY 22:	Lesson	11	Practice Typing and Take a Challenge
DAY 23:	Lesson	12	Complete
DAY 24:	Lesson	13	Complete
DAY 25:	Lesson	14	Complete
DAY 26:	Lesson	15	Complete
DAY 27:	Lesson	16	Complete
DAY 28:	Lesson	17	Complete
DAY 29:	Lesson	18	Complete
DAY 30:			Final Test

Comments:

- Lessons 14 through 18 are optional. If you see that some students need more time with certain lessons, add an extra day of that lesson to the plan and delete one of Lessons 14 through 18.
- For extra practice, you can give your students tests at any point in this plan. Create the tests yourself or use one of the supplied tests.
- You can have the program keep a record of your students' progress. Don't have them follow the Advice function, though, because the advice won't follow your path.
- The last day of this plan can be used to administer a "final exam." This should be a test that you create that requires your students to type all characters. Note, though, that you will have to record the score for the exam, as the program does not record test scores.
- Since you have 30 days, you might consider using path D (see below).

Path D

Time Required: Approximately 30 to 60 class sessions.

For this path, you should have the program keep records of your students' progress, and have them use the Advice function to direct them through the program. The average student should take between 30 and 60 days, although some may take more time and some may take less. If you find a student is falling behind, you can always tell them to ignore the advice and move ahead to the next lesson. If you find that a student is completing the program more quickly, you can either give that student higher scores to reach before moving on, or you can give the student extra tests for more practice. You can also have any student repeat Lessons 14 through 18 a number of times, each time trying to beat his or her best WPM.

Path Chart

If you want your students to follow a path other than the one that the Advice function of the program would supply, you must first design the path. Then you should use a Path Chart to inform students of the path they are to take. Follow these instructions to fill in the chart:

- Don't fill in the chart that is in this book. Use it as a master, make a copy, and fill it in.
- In the appropriate square, put the lesson or test you want the students to take in the order they are to take them. See the example below.
- For lessons, check off the section(s) of each lesson you want your students to do.
- For each lesson or test, you can put in a Goal WPM, a Goal AWPM, or the number of times you want the student to go through the lesson. For example, if you want your students to repeat Lesson 1 until they reach 15 WPM, you would put 15 under WPM for that lesson, as in the example below. If you want your students to reach 15 AWPM for Lesson 2, then you would put 15 under AWPM. If you want your students to go through Lesson 3 four times, you would put 4 under Repetitions for that lesson. You can also combine the information as shown in Lesson 4 in the example below. In this case, the teacher is telling the students to do Lesson 4 two times and to aim for 20 WPM.
- Use the Comments box for any other remarks you might want to tell your students.
- Make a copy of the sheet for each student who you would like to take that path.
- You can make up different paths for your students, or you can give all your students the same path.

PATH CHART

Student Jimmy Miller Date 1/1/86 Class Period 4

Lesson or Test	Date to Do	Section(s) to Do: Learn New Keys	Practice Typing	Take a Challenge	Goal WPM	Goal AWPM	Repetitions	Comments
1	1/2	✓	✓	✓	15			
2	1/4	✓	✓	✓		15		
3	1/7	✓	✓	✓			4	
4	1/8	✓	✓	✓	20		2	
5	1/10		✓	✓	25			If time allows do Learn new Keys
FJALL	1/11							

PATH CHART

Student_____ Date_____ Class_____

Lesson or Test	Date to Do	Section(s) to Do: Learn New Keys	Practice Typing	Take a Challenge	Goal WPM	Goal AWPM	Repetitions	Comments

Guide to Record Keeping and Advice

The record-keeping function of *Success with Typing* helps developing typists get the most out of the program. To make sure that you are using that function correctly, read the section, Record Keeping Explained, in the Reference Guide. Then read the information below.

NOTE: If one student is using the program and keeping records, and you want another student to start using the program and keep records, simply return to the LESSONS MENU, then switch students. After the new student chooses a lesson, the user list will appear and that student can choose his or her name.

Record Keeping and Data Disks

If you want to have *Success with Typing* keep a record of your students' progress, you will need to create a data disk. You will also need to put a user list on the data disk and enter all your students' names on this user list. To create the data disk and user list, see Create a Data Disk and Create and Edit a User List in the Management Guide. To cut down on the confusion that will ensue if one disk has to be passed around a large class, make one data disk for every five students in the class.

If you are using *Success with Typing* in three classes, and each class has thirty students in it, you could create six data disks and put five names from each class on each disk. In this way, each disk will not have to be passed around to more than five students in each class.

Keeping Track of User Lists

Label each data disk that has a user list on it. Make one copy of the User List Chart for each of those disks. On the top of each chart, fill in the name of the disk and the names that are on the disk's user list. If you want to give your students direct access to their disks, put the charts in a binder or up on the wall. Students can just find their name on a list, look at the name of the disk, and get that disk.

Reviewing and Printing Your Students' Records

You will be able to see your students' records and print them at any time. To do this, choose Review or Print User Records from the MANAGEMENT MENU and follow the instructions on page 32.

Your students can see their records by choosing See Your Records from the MAIN MENU. You can use that function to review records, too, if you don't want to print the records. The Review function is duplicated on the MAIN MENU so that students don't have to go to the MANAGEMENT MENU to see their records. For an explanation of the information the records contain, see page 24.

If you want to print a record, set the paper in the printer so that the fold is just above the ribbon. Two records will fit on a page. If you print only one record, the paper will move to the top of the next page when you leave the function.

Important Record-Keeping Note

If your students are doing one of Lessons 1 through 11, they should do the Take a Challenge section before quitting, or the program will have no record that they did that lesson. It is the scores from this section *only* that the program will record. After they do Take a Challenge, students will come to a Where To? screen. This screen will allow them to do any section of the lesson again or go back to the LESSONS MENU. At that point, they can choose what they want to do next. But, when they are ready to leave a lesson, they *must* return to the LESSONS MENU. In the process of returning to that menu their scores will be recorded. (If they don't return to that menu their scores will *not* be recorded.)

If they are within a lesson, they must press Esc twice to return to the LESSONS MENU. If they are at the Where to? screen, they just need to choose "Go back to the LESSONS MENU."

Once at the LESSONS MENU, they can go to another lesson, press Esc to return to the MAIN MENU, or quit the program by turning off the computer or loading another program.

If your students are doing one of Lessons 12 through 18, they must go through that lesson completely for the program to record that they did the lesson. And, as in Lessons 1 through 12, that information will not actually be recorded until they return to the LESSONS MENU. In the process of returning to that menu, their scores will be recorded.

> Once again, to be sure that your students' scores are recorded they must do the Take a Challenge section (in Lesson 1-11) or complete the lesson (in Lessons 12-18) and return to the LESSONS MENU when they are done with the lesson. In the process of returning to that menu, their scores will be recorded.

Advice Explained

Keeping a record of their progress will enable your students to use the Advice Function. After they choose Advice from the MAIN MENU, the program will then look at the records and compare the words per minute (WPM) score and number of errors with target numbers built into the program. From this comparison, it will advise them about what they should do next.

Since there are no scores in Lessons 12 and 13, you or the student must decide whether or not they should repeat the lessons.

User List Chart

Use the chart on the next page to keep track of your data disks and the students that are on each disk's user list.

USER LIST CHART

Disk Name/Number_____ Date Created_____ Class_____

Students on User List

Disk Name/Number_____ Date Created_____ Class_____

Students on User List

Creating Your Own Tests

Success with Typing comes with 20 tests, but you can also create your own tests to give your students. You can make tests on any subject, using any keys. To learn how to create a test see Create, Edit, or Erase Tests in the Management Guide. Use the Test Reference Chart to keep track of the tests you make. The tests will be stored on a data disk, but the disk does not have to have a user list on it. If you want, you can use the same disk that you are keeping records on to store tests.

You can give your students tests at any time. You might want to take up a whole class period to give a couple of tests. Or you could make the tests shorter and have your students take them at the end of each period. There are many ways you can use the tests. Remember, though, that the program does not keep a record of test scores, so have your students use a Record Sheet to keep track of their scores.

A Return Key Test

If you want to test your students on the Return key, you can put many Return symbols on a line (just by pressing the Return key). Your students won't be sent to the next line until they reach the end of the line, or until they reach a Return symbol which has nothing after it.

Word Lists for Creating Tests

The word lists below are provided to assist you when you create a test. These lists are divided into territories, adding letters in the order that they are presented in the program.

List 1 Home Keys

Letters to use: a s d f j k l ;
Use with Lesson: 1

a	as	fall	lass
ad	ask	falls	sad
add	asks	flak	salad
adds	dad	flask	salads
ads	dads	flasks	
alas	fad	lad	
all	fads	lads	

List 2 Home Keys and Shift Keys

Letters to use: a s d f j k l ; : (upper and lower case)
Use with Lesson: 2

Ada	Alf
Al	Dallas
Alaska	Sal

List 3 J-finger Territory Plus Home Keys

Letters to use: a s d f j k l ; : h n m y u 6 7 (upper and lower case)
Use with Lesson: 3

Alan
am
Amy
an
and
Ann
Anna
any
daddy
dam
Dan
Dana
Danny
day
dual
dull
dun
dunk
dusk
dusky
fan
Fay
flaky
flank
flay
fluff
flunk
fly
full
fun
funk
funny
fuss
fussy
had
Hal
half
hall
ham
hand
Hank
Hannah
has
haul
hay
huff
hulk
hull
hum
human
humus
hunk
jam
Jan
Jay
Judah
Judy
junk
Kansas
Kay
lady
Lana
land
laud
lay
llama
Lulu
mad
madly
mall
man
many
mask
mass
May
mud
muddy
mum
mummy
my
Nan
null
sadly
Sally
Sam
Sammy
sand
Sandy
say
slam
small
suds
sun
Sunday
sunk
sunny
Susan
us
yam
yank
yummy

List 4 F-finger Territory Plus Home Keys

Letters to use: a s d f j k l ; : g v b r t 4 5 (upper and lower case)
Use with Lesson: 4

ark
art
at
bad
bag
ball
bar
Barbara
Bart
bass
bat
Brad
brag
brass
brat
bad
dart
data
drab
draft
far
fast
fat
flag
flat
gab
gal
gala
glad
glass
jab
jar
Karl
lag
lard
lark
last
raft
rag
sag
salt
sat
stab
staff
stag
star
start
Tad
tag
tall
tar
vast
vat

List 5 F-finger Territory Plus All Above Letters

Letters to use: a s d f j k l ; : r t y u g h v b n m
Use with Lessons: 4 and 5

alarm	fry	laugh	rusty
Arkansas	Gary	Laura	rut
arm	Gladys	malt	Ruth
ban	grab	Mark	Stan
barn	gram	Mars	stay
bay	grand	mart	stun
blast	grant	Martha	stunt
bran	gravy	Marv	tan
brush	gull	Mary	taunt
bud	gun	mast	taut
Buddy	Gus	mat	than
bug	gust	mug	thank
buggy	gusty	Murray	that
bun	gut	must	Thursday
bunny	hag	nag	tray
bunt	halt	naval	trunk
burst	hang	navy	trust
buy	hard	nut	try
by	Harry	nutty	tug
drug	hat	ran	tummy
drum	hub	rank	van
dub	hug	Ray	vault
dust	hunt	rug	yard
dusty	hurt	rummy	yarn
farm	jug	run	
Fran	just	runny	
Frank	Larry	rust	

List 6 K-finger Territory Plus Home Keys

Letters to use: a s d f j k l ; : , i 8 (upper and lower case)
Use with Lesson: 6

aid	fill	kid	silk
ail	I	kill	sill
Asia	if	lid	ski
did	ill	Lisa	skid
dill	is	said	skill
disk	jail	sail	slid
fail	Jill	Sid	

List 7 K-finger Territory Plus All Above Letters

Letters to use: a s d f j k l ; : r t y u i g h v b n m , 4 5 6 7 8 (upper and lower case)
Use with Lesson: 6

again
aim
akin
amid
animal
arid
avid
bail
bib
Biff
big
Bill
bin
bit
blind
blink
brain
brim
bring
brisk
British
build
David
dig
dim
din
drink
fig
fin
find
first
fish
fist
flimsy
flint
flirt
Friday
fright
frill
Gail
gift
Gil
gill
gin
gist
grail
grain
grid
grill
grin
grind
grist
grit
guilt
hid
him
hind
his
hit
Ida
ilk
in
ink
it
its
jilt
Jim
kin
kind
kit
lair
lift
light
limb
Lindsay
link
list
lit
maid
mail
main
milk
Milt
mind
mink
Marvin
miss
Missy
mist
night
raid
rail
rift
right
rig
rim
rind
ring
rink
risk
Rita
sift
sight
silt
sin

List 8 D-finger Territory Plus Home Keys

Letters to use: a s d f j k l ; : c e 3 (upper and lower case)
Use with Lesson: 6

accede
access
ace
Adele
cad
calf
call
clef
deaf
deal
deface
ease
easel
facade
face
fade
false
fed
flea
fled
flee
Jack
jade
Jeff
kale
lace
lake
lead
leaf
sack
safe
sale
scale
sea
seal
secede
see
seed
seek
self
sell
sled

List 9 D-finger Territory Plus All Above Letters

Letters to use: a s d f j k l ; : e r t y u i g h c v b n m , 3 4 5 6 7 8 (upper and lower case)
Use with Lesson: 6

accent
act
acting
acts
after
Africa
Alice
alive
alter
animal
ankle
are
Arthur
aside
assert
assume
aver
back
bake
bare
be
beam
bean
bear
beast
beat
beater
because
bed
bee
beehive
been
beet
beg
beggar
belt
Ben
bench
beside
best
bet
Beth
better
bike
black
blame
blast
blaster
blue
blunder
brace
brake
break
bristle
Bruce
cab
cabin
call
came
can
car
Carrie
carry
cart
cast
cat
Cathy
cause
cease
cell
change
Chris
church
clad
clam
Clara
class
clever
click
cliff
clutch
crack
cradle
crank
crave
cuff
cut
Daniel
dare
Dave
dead
deal
dear
deck
Debbie
debris
deer
defile
den
desk
deuce
dice
die
disaster
dislike
dive
drake
dream
dress
duck
Dutch
easy
eat
Elvis
Eva
Evan
ever
every
facet
facial
fake
fare
fear
feed
feel
field
file
five
freak
Fred
fresh
fuse
gave
get
give
given
glance
glare
glee
grace
grave
great
greed
Greg
Greta
handle
hare
hate
have
he
hear
heart
heat
heated
heater
heaven
heed
height
hen
her
here
Herman
hide
hike
hutch
ice
idea
ideal
idle
Jane
Janet
Jenny
Jerry
jet
Julie
June
Katie
keg
kettle
Kevin
kick
Laurel
leader
leave
leaven
Lenny
let
letter

lice
lick
lie
lied
life
like
little
live
Luke
make
March
mare
master
Maurice
me
mean
meat
men
met
Mets
mice
middle
Mike
Mitch
much
muse
myself
near
neat
nest
never
nice
race
rack
rafter
raise
rake
rare
rate
rave
read
ream
red
regret
rent
rented
rest
rice
Rich
riddle
ride
rise
river
safe
same
sauce
seem
seen
set
setting
seven
shave
she
shed
sheet
shelf
Shirley
sick
side
slice
slick
slide
snide
stake
steak
Steve
strive
such
table
tack
take
tame
team
ten
Teresa
test
the
their
them
then
there
these
they
three
thunder
tread
tred
tree
tried
Tuesday
uncle
under
use
very
vice
Yale
Yankees
year
yearn
yeast
yen
yes
yet

List 10 L-finger Territory Plus Home Keys

Letters to use: a s d f j k l ; : . o 9 (upper and lower case)
Use with Lesson: 7

doff
doll
flood
floss
fold
food
fool
load
loaf
Lola
loss
oaf
oak
odd
of
off
old
soak
sod
soda
sofa
sold
solo

List 11 L-finger Territory Plus All Above Letters

Letters to use: a s d f j k l ; : e r t y u i o g h c v b n m , . 3 4 5 6 7 8 9 (upper and lower case)
Use with Lesson: 7

abound
about
acorn
alone
around
before
block
blot
bog
bold
both
bother
bounce
bound
cloak
clock
clog
clot
coal
cold
come
comedy
cone
cot
could
do
dock
doe
does
Don
done
dot
double
doubt
dove
Dover
float
flog
flour
fodder
fog
foot
for
fork
fought
found
four
frog
from
front
frost
go
goat
goes
going
gold
golden
golly
gone
good
got
groan
ground
hoe
hog
hold
hole
hot
hour
into
iota
Joe
jog
joke
loan
log
long
look
loot
lot
loud
mold
Molly
Monday
moot
mound
mount
no
noodle
not
oasis
oats
offer
on
once
only
or
other
otter
ounce
our
out
oven
over
Rob
robin
robot
Rocky
Ron
Rose
rot
round
route
scold
scout
slot
sock
sole
some
son
song
soon
soot
soul
sound
sour
those
thought
to
toad
today
toe
together
told
toll
Tom
ton
tone
too
toss
tow
trouble
two
Yankees
you
young
your
youth

List 12 S-finger Territory Plus Home Keys

Letters to use: a s d f j k l ; : x w 2 (upper and lower case)
Use with Lesson: 7

awl
flaw
flax
jaw
law
laws
saw
sax
slaw
wad
walk
walks
wall
was
wax

List 13 S-finger Territory Plus All Above Letters

Letters to use: a s d f j k l ; : w e r t y u i o g h x c v b n m , . 2 3 4 5 6 7 8 9 (upper and lower case)
Use with Lessons: 7,8

always
annex
avow
awake
away
awe
awful
awning
axe
axis
axle
bow
bowl
box
boxes
Bronx
brow
brown
caw
chow
clown
cow
crow
crowd
crown
dawn
dew
down
draw
exact
exceed
excess
excite
extend
extent
fix
flex
flow
fox
gnaw
gown
grow
hawk
how
Howard
knew
know
known
lawn
lawyer
low
Max
mix
mow
new
now
own
ox
oxen
raw
relax
row
show
six
sow
sway
tax
taxi
tow
tower
town
toxin
wafer
waffle
wag
wage
wages
wail
wait
Walter
wander
want
war
ward
warm
wart
wash
wave
way
we
weave
web
wed
wedge
well
went
were
wet
whale
what
when
where
which
white
who
why
will
Willy
wish
wit
witch
with
woman
wood
wool
word
work
woven
would
wreck
wring
wrist
write
yawn
yellow

List 14 ;-finger Territory Plus Home Keys

Letters to use: a s d f j k l ; : / ? p 0 (upper and lower case)
Use with Lesson: 9

Alps
asp
flap
lap
Lapp
pad
pal
pall
pap
papa
papal
pass
sap
slap

List 15 ;-finger Territory Plus All Above Letters

Letters to use: a s d f j k l ; : w e r t y u i o p g h x c v b n m , . / ? 2 3 4 5 6 7 8 9 (upper and lower case)
Use with Lesson: 9

adapt
apple
apt
bump
cap
clap
clip
clipper
cope
cup
dip
expect
flapper
flip
gap
happy
instep
Japan
jump
kelp
lamp
lapel
lip
lips
map
maple
mop
nap
Naples
nip
open
opera
Pam
pan
park
part
pat
Paul
Paula
paw
pawn
pebble
Pete
plaid
plaster
pork
prank
pray
prince
rip
ripple
slip
slop
stop
supper
tap
tip
top
upon
whip

List 16 A-finger Territory Plus All Above Letters

Letters to use: all letters of alphabet, upper and lower case, but words must contain z or q
Use with Lessons: 9

acquaint
acquire
Arizona
Aztec
azure
blaze
blazer
buzz
cozy
craze
crazy
daze
doze
dozen
equal
equate
freeze
frozen
gaze
glaze
glazed
graze
hazard
haze
Hazel
hazy
inquest
inquire
inquiry
jazz
lacquer
lazy
maze
prize
quack
quail
queen
quest
quip
quit
quiz
Raquel
raze
size
Zaire
zany
zebra
zenith
zero
Zeus
zinc
zip
zipper
zone
zoo
zoom

Test Reference Chart

Use the chart on the following page to keep track of the tests you have created. Fill in the name or number of the test.

Also record:

- The letters that are used in the task
- The number of words in the test
- The number of screens
- Which lessons it can be used with
- The name or number of the data disk it is stored on

Free Typing Space

This feature allows you to use *Success with Typing* to help students learn to type from a printed page or dictation. Create exercises (using the word lists on pages 58-66, if you like) and give a copy to each student, or dictate them to the whole class.

Free Typing Space allows students to type an unlimited number of screens, but only one screen at a time. Because of this, you might want to break your exercises into one-screen passages. A screen can contain up to 10 lines of text. A line can be up to 38 characters long. If you want your students to stop typing before they reach the last character space on a screen, have them press Esc after the last character they are to type. They will then get their WPM score.

Free Typing Space is designed so that it can be used on all the computers in the class at one time, even if you have only one *Success with Typing* disk. To set it up on all computers, load the program on each computer and choose Free Typing Space. When the feature appears, take the disk out of the drive and do the same process on the next computer until all the computers are set up.

NOTE: If you don't put the program disk back in the drive when you leave Free Typing Space, you will get an error message. If your whole class is using the feature, just have them shut the computer off when they're done at the end of the class session.

TEST REFERENCE CHART

Test Name or Number	Letters Used	Number of Words	Number of Screens	Use With Lesson(s)	Stored on Data Disk

Letter Formats

Many students will use their new typing skill to write letters. To get them started, Lesson 8 contains a section called Learn Letter Formats. In that section, students are introduced to the two basic formats for writing letters: the business letter format and the personal letter format. The following pages expand upon what they will read on the screen. Share this information with them before they do Lesson 8.

Make copies of pages 70-73 and hand them out to your students as they do Lesson 8. When you give these pages to your students, you should tell them the following:

- When they write a business letter, they should keep close to the format shown. Doing so will help them get their message across clearly and quickly.
- When they write a personal letter, they should use the format shown as their basic structure. However, because personal letters are not as formal as business letters, they can take some liberty with the structure.
- The letters shown on the screen in the program do not have the correct spacing between all the parts of the letter. This is due to space limitations on the screen. They should refer to the printed letters for correct spacing.
- The business letter that is found on the screen is different than the printed one supplied on page 73. The one on the screen is a sample of a business letter written from a person within a company, Good Foods, Inc., to a customer. That is why it is on the stationary of that company and contains the initials of the person who typed the letter. If one of your students worked for Good Foods, Inc., they might write such a letter. In contrast, the printed letter is a sample of the format for a letter that one of your students might send, if they were a customer of Good Foods, Inc.

Personal Letter - Sample

Here is a sample of the correct format for a personal letter. Use this format if you are writing to a friend to say hello, or if you are writing a thank-you note to a relative. In fact, you can use this format for any informal, non-business correspondence you might write. When writing a letter, follow the notations in parentheses for the correct spacing.

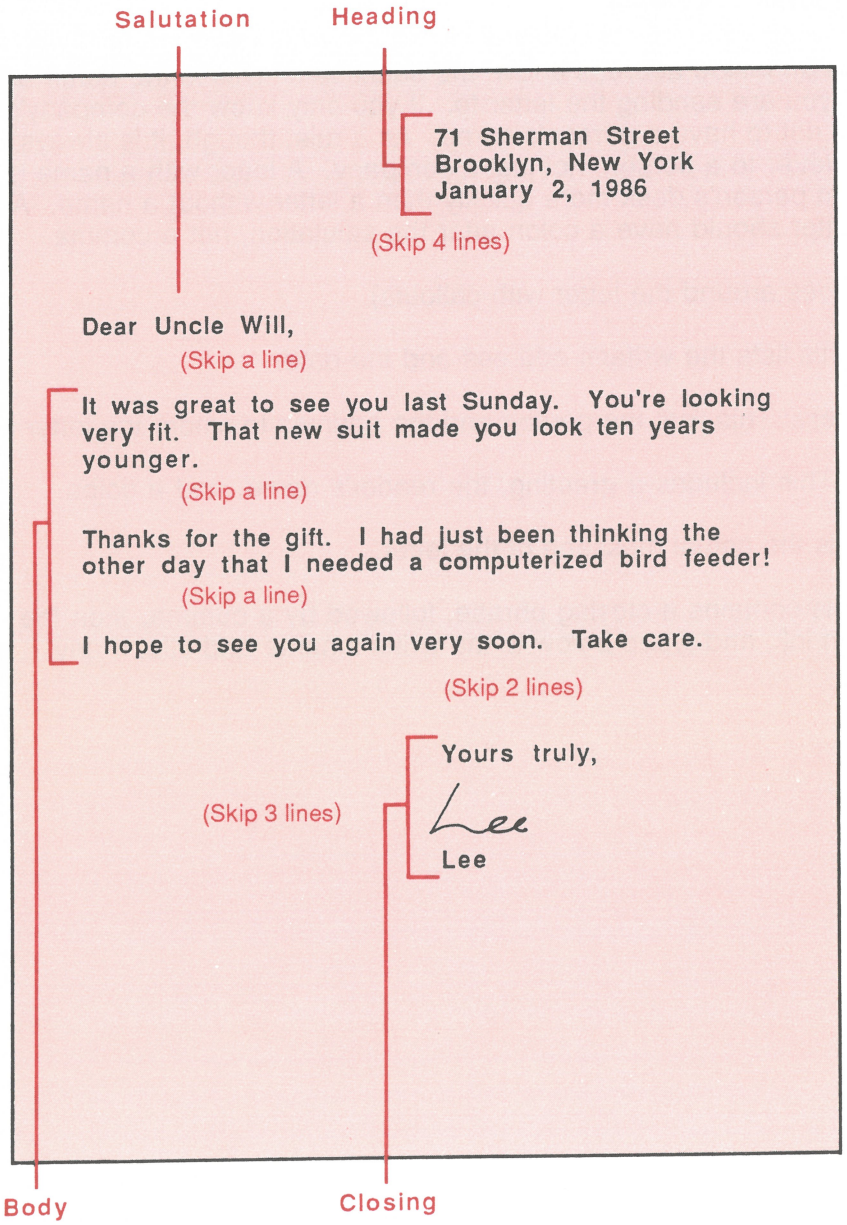
Heading: This lists the writer's address and the date.

Salutation: This includes a greeting and the reader's name followed by a comma.

Body: This is the actual message of the letter.

Closing: Includes a closing phrase followed by a comma and the writer's signature, written in ink.

(The following text will be on the graphic. This text should be smaller or a different color than the rest of the copy on the graphic)


Salutation
Heading
71 Sherman Street
Brooklyn, New York
January 2, 1986
(Skip 4 lines)
Dear Uncle Will,
(Skip a line)
It was great to see you last Sunday. You're looking very fit. That new suit made you look ten years younger.
(Skip a line)
Thanks for the gift. I had just been thinking the other day that I needed a computerized bird feeder!
(Skip a line)
I hope to see you again very soon. Take care.
(Skip 2 lines)
Yours truly,
(Skip 3 lines)
Lee
Lee
Body
Closing

Business Letter - Sample

Here is a sample of the correct format for a business letter. The main difference is that there is an inside address above the salutation. This is the name and address of the person you are sending the letter to. If you only know the company's name, then it is all right not to have a person's name. As a rule, though, it is always better to send a business letter to a person, not just a company. A letter with a name is bound to arrive at that person's desk more quickly than a letter without a name. Also, a business letter should have a colon after the salutation, not a comma.

(This text goes around the letter with callouts)

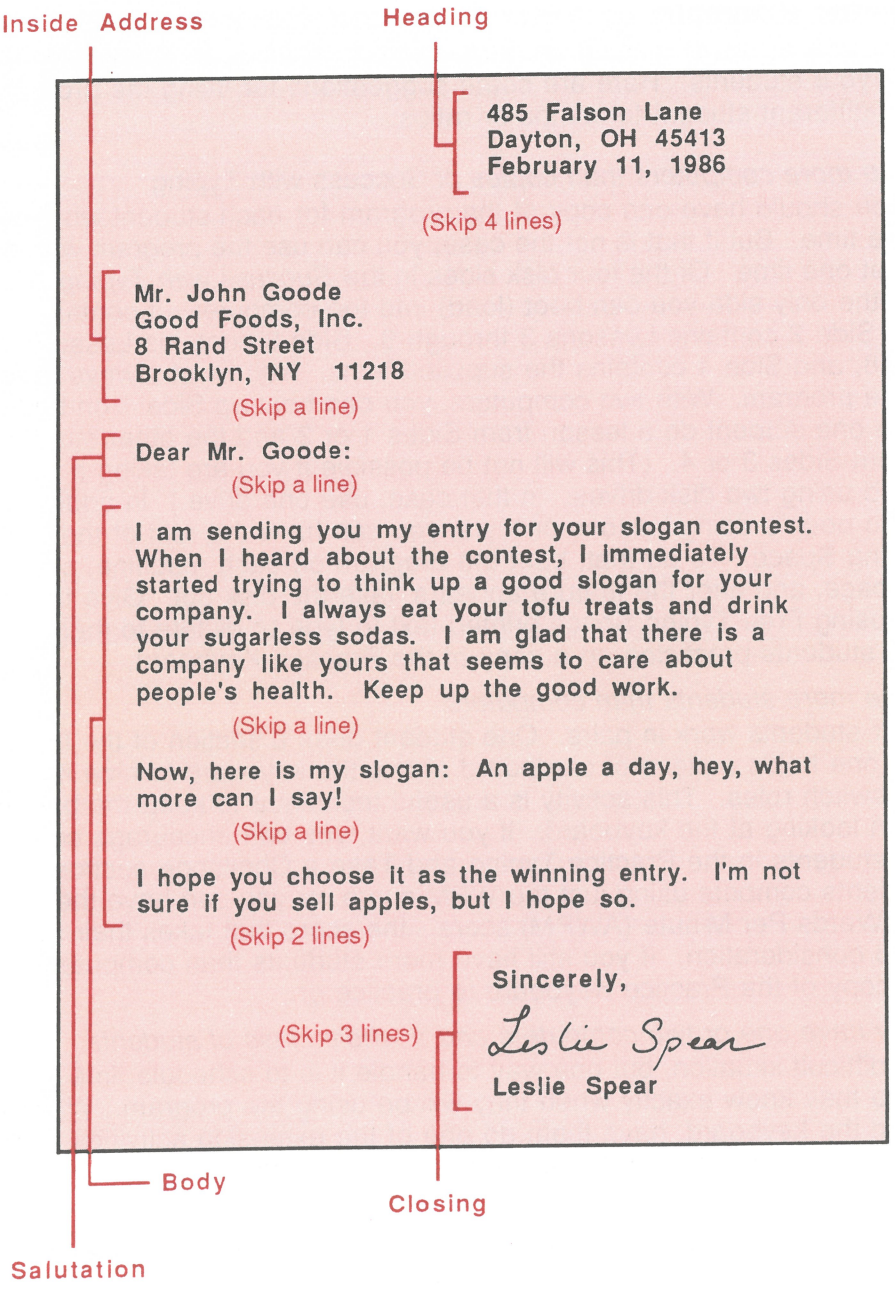
Heading: This lists the writer's address and the date.

Inside address: This lists the person and the address to whom the letter is written.

Salutation: This includes a greeting, the reader's name, and a colon.

Body: This is the actual message of the letter.

Closing: This contains a closing phrase, followed by a comma, then the writer's signature, in ink, and typed below is the writer's name and title, if any.


Inside Address
Heading
485 Falson Lane
Dayton, OH 45413
February 11, 1986
(Skip 4 lines)
Mr. John Goode
Good Foods, Inc.
8 Rand Street
Brooklyn, NY 11218
(Skip a line)
Dear Mr. Goode:
(Skip a line)
I am sending you my entry for your slogan contest. When I heard about the contest, I immediately started trying to think up a good slogan for your company. I always eat your tofu treats and drink your sugarless sodas. I am glad that there is a company like yours that seems to care about people's health. Keep up the good work.
(Skip a line)
Now, here is my slogan: An apple a day, hey, what more can I say!
(Skip a line)
I hope you choose it as the winning entry. I'm not sure if you sell apples, but I hope so.
(Skip 2 lines)
(Skip 3 lines)
Sincerely,
Leslie Spear
Leslie Spear
Body
Closing
Salutation

Adapting the Program to Your Learning Environment

How you use *Success with Typing* will depend in part on how many computers are available for your students. Here are some suggestions for using the program in classes with different student-to-computer ratios.

- *If you have more computers than copies of* Success with Typing
  Ideally, you should have one copy of the program for each student who is using it at any one time. But if that is not the case, you can use the program with two students at one time. Of the four disk sides in the *Success with Typing* package, Side 1 is the only side you can boot (load) into the computer. It contains Lessons 1 and 2. Side 2 contains Lessons 3 through 9. Side 3 contains Lessons 10 through 18, and Side 4 contains the supplied tests. You must always use Side 1 to boot the program. With two computers, you can boot up Side 1 on both and then have one student do a lesson from Sides 1 or 2 and the other student do a lesson from Sides 3 or 4. (This will not be possible if you are taking a test from Side 4 and using two disk drives. In that case, use one drive.) In addition to having two people doing lessons or tests, you can have the rest of the class using Free Typing Space. To do that, boot the program on each machine, choose Free Typing Space, and after the feature appears, take the disk out. Give those students using Free Typing Space printed text to type or dictate to them. Also you can have students practicing on a copy of the Practice Keyboard.
- *If you have more students than computers*
  Have your students work in pairs. One student does a section of the lesson while the other one holds a piece of cardboard above the keyboard to hide it. Then the students switch roles. This activity is a useful technique to keep the beginning typist from looking at the keyboard. If you want, you can encourage competition between students in the Practice Typing and Take a Challenge sections. You can have students compete using just the WPM score, or you can have them use the Adjusted Words Per Minute (AWPM) score - the score that takes their number of errors into consideration. If you still have more students than computers, give the others a copy of the Practice Keyboard to practice on.
- *If you only have one or two computers and a whole class of students*
  This is a difficult situation, but one way to handle it is to schedule time for each student so they know exactly when they will be using the program. While they are away from the keyboard, have them do one of the extension activities starting on page 76 that does not call for the student to be at the computer.

- *If you have one data disk that contains the records for many students who are using the program at the same time*
  This will be a fairly typical situation, because the data disk can hold many students' records. In this situation you should have all students use the program with only one disk drive. As you will then see, the data disk only has to be in the computer a short time at the beginning and the end of a session. Ask your students to pass the disk around as it is needed, or keep it yourself and have them ask you to insert it when needed. If this gets to be awkward because of the number of students using the same disk, create additional data disks. For more information, see Record Keeping and Data Disks.
- *If you have one data disk with tests on it that you want many students to take at the same time*
  This will be a fairly typical situation. The best solution is to copy the tests onto other data disks. (See Copying Tests in the Management Guide.)

Extension Activities

Here are some activities for your students to complete. The first three can be done before students have learned all the keys, and the others can be done after they have learned all the keys. Remember, the more they practice, the better their typing skills will become. You might use Free Typing Space to time your students once or twice a week and chart their progress.

Keyboard Cover-Up

Have pairs of students cut out a piece of cardboard that is large enough to cover the entire keyboard. Then, one student holds the cardboard over the typist's hands. This will help the typist type without looking at his or her fingers or the keys. After a predetermined time limit, the students should exchange positions.

Good Technique Chart

As your students are typing on their own, they need to remain aware of the typing tips that were stressed in *Success with Typing*. This can be done verbally at the start of a typing assignment, but it would also be helpful to have a few students design and create a chart that states the tips they learned in the program. For a review of these, look at Tips for Successful Typing.

Cardboard Keyboard

Have your students draw a full-size keyboard on a piece of cardboard. If there are more students than computers, you can have some of the students practice on these imitation keyboards. You might have the students work in pairs. One student should watch the other to see if the typist makes any errors, and then they should exchange positions. (You can also use the Practice Keyboard on page 78 for this.)

Free Typing Space Activities

This feature affords you great flexibility in giving students typing exercises outside of the lessons and tests of the program. Have students choose their own text to type or give them text (in print or dictation) to type. Also, give them a WPM score to aim for.

Word Processing Activities

Use a word processor such as *Bank Street Writer* or *PFS: Write* to do the following activities. If you don't have enough computers for all students, have them prepare their work by hand. Then, when they get to use the computer, they can type it in.

- Type one of your book report assignments and print out a copy to hand in.
- Type your class schedule and print copies to tape inside all your notebooks.
- Type an original haiku (three-line poem) and print it out. Collect all the haiku from your class and place them in a binder labeled, "Our Haiku."
- Type the words to a favorite song. Listen to the song with the words in front of you. Does the song seem different listened to that way?
- Pick your favorite sport and type the schedule of games for a month.
- Type a personal letter to a friend or pen pal.
- Type a business letter to a movie, record, or television company asking for information on your favorite movie star, musician or group, or television show.

Programming Activities

- Copy down the program in Lesson 18. Write words in the blank spaces on lines 220, 260, 310, and 330. Then, load BASIC into your computer and type the program in. (See your computer handbook to learn how to load BASIC.) Save it, and then run it. You'll find that it's a fun typing game. Add features to the program such as a high score list. Can you make the program score differently?
- Load BASIC into your computer and type a BASIC program. (See your computer handbook to see how to load BASIC.) There are many books that you can use to learn BASIC.

Data Base Activities

Use a data base program such as *Secret Filer* or *PFS: File* to do the following activities. If there are not enough computers for all students, have them compile the data on index cards, then type them in when they get to use the computer.

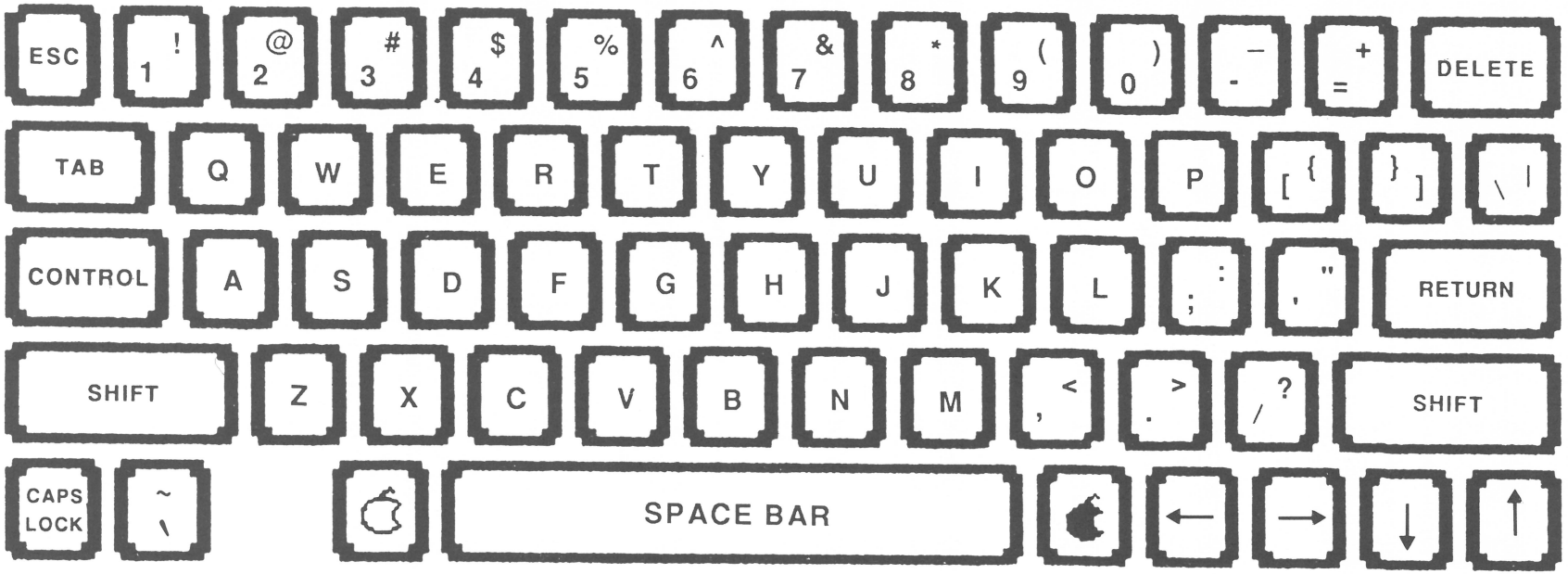
- Create a file of your friends. Include fields for their name, address, phone number, and any other information you want to store.
- Create a file of movies you've seen. Include fields for the name of the movie, the stars, the type of movie, the date you saw it, and a comment.
- Create a file for all your records and cassette tapes. Include fields for the name of the record or tape, the artist, the data released, and a comment.
- If you belong to a club, create a file on all the members with fields for their names, addresses, phone numbers, whether or not they have paid their dues, and their position in the club.

Practice Keyboard

Make copies of the keyboard on the following page and hand them out to students to use to practice typing when there are no computers available. It is a good idea to have the students work on these keyboards in pairs. One student should type while the other student watches for errors. After a predetermined amount of time, the students should change positions.

Record Chart

Use the chart on page 79 to keep a written record of your scores from lessons and tests. You will probably need to make a copy to fit in all the lessons and tests you will do. If you just do a Learn New Keys section of a lesson, the program will have no record of it. But, you can put a check mark under that column on this chart, and you will have a record that you did it. Put your average scores in from the last screen of the Practice Typing section and put your challenge scores in, too. There's also a place for your test scores. Under problem keys you can list any keys that are giving you trouble. Watch as you progress through the program and your scores increase. Good luck and happy typing!


ESC
1 !
2 @
3 #
4 $
5 %
6 ^
7 &
8 *
9 (
0)
- _
= +
DELETE
TAB
Q
W
E
R
T
Y
U
I
O
P
[{
] }
\ |
CONTROL
A
S
D
F
G
H
J
K
L
; :
' "
RETURN
SHIFT
Z
X
C
V
B
N
M
, <
. >
/ ?
SHIFT
CAPS LOCK
~ `
SPACE BAR

RECORD CHART

Student's
Name_____

Date	Lesson	Learn New Keys	Practice Typing Average Scores			Challenge Scores			Test Name or Number	Test Scores			Problem Keys	
			WPM	ERRS	AWPM	WPM	ERRS	AWPM		WPM	ERRS	AWPM		

RECORD CHART

Student's Name_____

Date	Lesson	Learn New Keys	Practice Typing Average Scores			Challenge Scores			Test Name or Number	Test Scores			Problem Keys	
			WPM	ERRS	AWPM	WPM	ERRS	AWPM		WPM	ERRS	AWPM		